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*Providence*



GENERAL REPORT

ON

PUBLIC INSTRUCTION,

IN THE

Lower Provinces

OF THE

BENGAL PRESIDENCY,

FOR

1855-56.

Calcutta:

JOHN GRAY, "CALCUTTA GAZETTE" OFFICE.

1856.





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**R E P O R T**  
**OF**  
**THE DIRECTOR OF PUBLIC INSTRUCTION,**  
**For the Year 1855-56.**

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**FROM**  
**THE DIRECTOR OF PUBLIC INSTRUCTION,**  
**To**  
**THE SECRETARY TO THE GOVERNMENT**  
**OF BENGAL,**

*Dated 13th September 1856.*

**SIR,**

THE last "General Report on Public Instruction" brought down the narrative of Educational proceedings to the 30th of April 1855. I have now the honor to submit a Report of further proceedings to the 30th of April last, that is to say, for the official year 1855-56.

2. July 19th 1854, was the date of the great Despatch which has given such an impulse to Education in India. In January 1855, a commencement was made towards carrying out its provisions in this part of India, by the appointment of a Director of Public Instruction, and, shortly afterwards, by the constitution of the University Committee and of a certain number of Inspectorships and Sub-Inspectorships of Schools. Several months elapsed before the necessary Rules were laid down, establishments sanctioned, and appointments filled up, so far as to enable the Department to set to work to good purpose. To this day the University Scheme has not

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been finally approved, nor have circumstances permitted of our filling up all the appointments sanctioned, or extending our operations over the whole of the vast field of labor before us. It may thus be said with truth that, although it is rather more than two years since the Education Despatch was penned, the new machinery has been at work little more than a year anywhere, and in many parts of the country systematic operations have yet to be commenced.

3. Strictly speaking it is not my province to report the proceedings of the University Committee. My position as a Member of the Committee, however, makes me aware of the progress which the scheme is making; and I may, perhaps, therefore be permitted to mention that the proceedings of the Committee have been brought to a close, and that a full Report, with a scheme of Rules for conducting Examinations and granting Degrees in Arts, Law, Medicine, and Civil Engineering, was submitted to the Supreme Government on the 7th ultimo. Should the Scheme be sanctioned, there appears to be nothing to prevent its being brought into immediate operation.

4. The Presidency (formerly the Hindu) College, has, as the Lieutenant-Governor is aware, been recently placed upon the extended and improved footing sanctioned by the Hon'ble Court of Directors in their Despatch dated September 1854, and has been made a model for imitation, as far as possible, by the Mofussil Colleges. The course of instruction in these Colleges, based in its main features and arrangements upon the Scheme embodied in the letter of the late Council of Education, dated March 10th 1854, has been, and doubtless will be, so modified and adjusted from time to time as to bring it into harmony with the course involved in the University test for the Bachelor of Arts Degree. And when the standard of that Degree shall have become practically deter-

mined, and the advantages arising from its possession properly understood, it may, I think, be expected that some of the students of our Government Colleges will every year compete for it. It is to be hoped that some of the private Collegiate Institutions in and about Calcutta will likewise take measures for sending up candidates for the Arts Degree. To enable them to do this, the Government will, doubtless, readily afford them such aid as may be found necessary.

5. The results of the late Examinations of the Government Colleges for Scholarships and Honors, will be found in Appendix C. of this Report. In former years, the students have been examined by certain Professors of the Colleges selected for the occasion. This year, however, it was thought better to appoint Examiners unconnected with the Colleges

Rev. J. Mullens, B. A.  
 Rev. K. M. Banerjee,  
 Capt. D. L. Richardson.  
 J. Sutcliffe, Esq., B. A.  
 H. Woodrow, Esq., M. A.

or with the lads to be examined.

The gentlemen named in the margin are, with one exception, of this description, and they were,

on my recommendation, appointed to form the Examination Committee this year. I was myself *ex-officio* a Member of the Committee, but I took no part in the actual business of Examination.

6. The standard of Examination adopted for English Literature was somewhat higher than in past years, and, estimated by this standard, the result, so far as the Senior Scholarship Candidates were concerned, was deemed not very satisfactory. The answers of the students leaving College were, however, with one exception, pronounced to be admirable.

7. Chemistry was the only subject in which there was any general failure, and this was occasioned and accounted for in the Examiners' opinion chiefly by the novelty of the subject. From the previous training and habits of our College lads, the study of subjects connected with Physical

and Practical Science is attended with peculiar difficulty, and a certain degree of imperfection and failure in this Department, must not, for the next few years, be deemed surprising.

8. The Law Department of the Presidency College is now upon a more satisfactory footing than it has been in past years. Its two Professors deliver between them ten lectures a week ; and the number of students, which in June 1855 was 31, and this time last year 50, is now 77, of whom 4 are "out-students." Eight young men completed this year their prescribed course of three years' study, and, after an Examination by Messrs. Charles and Edward Trevor,\* of the Civil Service, seven were found qualified for the College Diploma referred to in paragraph 27 of the Council's Scheme. The names of these lads will be found at page 22, and the Examination Questions at page 67 of Appendix C. When the University Scheme shall have come into operation, a Degree in Law will be the end to which the studies in this Department will be directed, and the College Diploma need no longer be awarded. Its effect at present is to exempt the holders from the Examination for Moonsiffships and Sudder Pleaderhips, and to entitle them (on their proving that they possess a knowledge of the Vernacular sufficient for the transaction of Court business) to the privileges of successful candidates at that Examination.

9. The result of the Examination of the Medical College was satisfactory. Eight students obtained the Diploma of Sub-Assistant Surgeon, two of whom have since proceeded to England to compete for appointments in the Covenanted Service. The Examiner, Dr. Mackinnon, reported that the papers of this year were altogether better than those of former

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\* These gentlemen were also, I need hardly observe, entirely unconnected with any Government College or with the Department.

years ; that they afford satisfactory evidence that each branch of the profession is taught up to the latest and most approved standard, and that the Professors perform their duties with efficiency and zeal. The Examiner's Report and the Return of successful Candidates for Diplomas, will be found at pages 22 and 26 of Appendix C.

10. The proposed College of Civil Engineering has not yet been opened, but a Principal has been appointed, and measures are now being adopted for opening this Institution at an early date in hired premises, pending the erection of a suitable building for the purpose.

11. When this College shall have been set on foot, the Government will have afforded the means of obtaining a University Degree in any of the four Faculties of the University to all who may desire this distinction.

12. The state of the Oriental Colleges calls for no special remark. The course of instruction at the Sanscrit College, adapted, as it has of late been, to modern ideas and to purposes of practical utility, is being successfully carried on and administered by its able Principal, Pundit Eshwar Chunder Surma, and is producing results, the effects of which upon the Education of the lowest classes cannot be over-rated. The introduction of the Fee-paying system into the Calcutta Mudrissa in 1854 was followed by a steady falling off in the number of its students, but the recent reduction of the rate of fee,

Number of pupils in the Calcutta Mudrissa, (Arabic Department,) on 30th June 1854, i. e. just before imposing for the first time a Fee ..	168	and its equalization at Hooghly and Calcutta, have caused a re-
Number of ditto ditto, on 30th June last, i. e. just previous to reduction of Fee to half a Rupee .....	67	action, which may be judged of from
Number of ditto, on 31st July last .....	82	
Ditto of ditto, 31st August last .....	107	

the Table given in the margin.

13. The Zillah\* Schools, 40 in number, have been, with very few exceptions, visited once or oftener by the Inspectors during the year, and they are generally well reported on by those gentlemen. The Reports† of the Inspectors as well as of the Local Committees, will be found in Appendix A., and they will, I trust, be considered as on the whole favorable and satisfactory. The course of instruction in these Schools, as well as the Rules by which their discipline and internal economy are regulated, are however susceptible of improvement in several respects, and, with a view to effecting what is necessary a Committee has been lately constituted by me consisting of the following gentlemen who have been kind enough to lend their services on the occasion :—

Rev'd. J. Long.

Mr. H. Woodrow.

Mr. H. Pratt.

Mr. R. Hand.

Mr. R. B. Chapman.

Babu Pearychurn Sircar.

These gentlemen are now busily engaged upon the task they have thus gratuitously undertaken, and their Report will be submitted to Government in due course.

14. As the Lieutenant-Governor is aware, the most advanced boys from the Zillah Schools compete every year for Scho-

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\* So called, (it may be observed), because there is generally one such School in each zillah or district. They are situated at the chief stations of the district, and managed by Local Committees consisting of private persons interested in Education and of the principal Officials at each station; the instruction conveyed in them is mainly English. Their object is to bring pupils up to the Junior Scholarship (or what will in future be the University-entrance) Standard.

† These Reports have been abridged by the excision of the parts relative to School-buildings, changes of establishment, &c. But every thing of permanent interest, or of any decided bearing upon the progress of Education, has been carefully retained, whether of a favorable or unfavorable character.

larships\* of the value of Rupees 8 and 10 a month, which are tenable at the Colleges. Hitherto the candidates from each School have been examined by the Local Committee of the School. The questions, therefore, and the standards by which the answers were judged were various and uncertain in proportion to the number of Schools; and the Examiners, being amateurs, were not in all cases well qualified for the task or willing to undertake it. This year one set of Examination Questions was circulated to all the Schools that sent up candidates to the Scholarship Examination, and the answers were valued according to a uniform standard by paid professional Examiners† appointed for the purpose and unconnected with the Schools to be examined. The results exhibited, afford, therefore, a better means of estimating both the actual proficiency of the lads concerned and the relative progress of different Schools than has been the case in former years.

15. It was expected that, under this strict and systematic method of Examination, the "number of boys really attaining to the Junior Scholarship Standard would be found to be small compared with what, under the old system, it has appeared to be."‡ The result, however, has not been as unfavorable to the Zillah Schools as was expected. The number of boys from Mofussil Schools who came up to the Scholarship Standard this year, was 52 against 60 of last year.

16. In past years but few boys from the Schools in Behar have gained Scholarships, and those few have been unwilling to retain them under the condition that they

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\* Termed "Junior Scholarships" in contradistinction to those gained at Colleges which are designated Senior Scholarships. The Junior Scholarship Standard will be found at page 29 of Appendix B.

† The Examiners were Mr. J. K. Rogers, Mr. R. Hand, and Babu Ramchunder Mitter.

‡ See my Third Quarterly Report, paragraph 5.

must be held at a College in Lower Bengal. To meet this difficulty, the Patna School has been raised during the year to the status of a High School or *Quasi-College*; and Scholarships gained by pupils of the Behar Schools will, in future, be held there for two years. Besides the Scholarships awarded every year to the pupils of Government Schools, 60 "Out-Scholarships" have been recently created, to be competed for only by boys educated at private Schools. Some of these Scholarships have been gained by lads from the Hindu Metropolitan College, Mr. Montague's School, the Jonye School, and the Raja of Burdwan's School. They have, for the present, been made tenable at Government Colleges, but some of them will, doubtless, be held in future at private Collegiate Institutions affiliated to the University.

17. The Head-masters of the Zillah Schools have been generally found by the Inspectors to be well-qualified and zealous. Quite as much cannot, however, be said of the qualifications of the inferior Masters, and I think it not unlikely that it may be necessary to set on foot some system for training Teachers for English as well as Vernacular Schools. I am not disposed to submit any definite proposal on this subject until the arrival from England of the Training Masters that the Hon'ble Court of Directors were, in April last, requested to send out. Meanwhile the system of holding periodical Examinations of all candidates for employment and promotion in the Department, and of making appointments depend mainly upon the Certificates awarded to such candidates by the Examiners, affords a means of securing the best Teachers available for our Schools, and of excluding inefficient men.\*

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\* A copy of the Rules under which these Examinations are conducted will be found at page 24 of Appendix B.



18. Another means of increasing the efficiency of European Teachers is supplied by the Rule\* passed a few months ago under which Certificates of Proficiency and money-rewards are awarded to Educational Officers who exhibit proficiency in the Vernacular languages. Deficiency in this respect is a drawback to the usefulness of many of the Officers of this Department who, from having been educated in England, are otherwise especially well-qualified for the higher appointments. Unless Officers of this kind will make themselves acquainted with the language of the people among whom they have to work, it is impossible that they can be considered fully qualified for Inspectorships and other important situations, the holders of which must be "selected with special reference to their possessing the confidence of the Native communities."†

19. Four Normal Schools for training Vernacular Teachers have been sanctioned, of which two (*viz.* those under Mr. Robinson and Pundit Ishwar Chunder Surma) are in efficient operation, and the others, which have been more recently sanctioned, will very shortly be set at work under the superintendence of Mr. Pratt and Mr. Woodrow. The localities of these Schools are Calcutta, Hooghly, Dacca, and

<i>For each of the Normal Schools at Hooghly and Dacca.</i>		<i>For the Normal School in Calcutta.</i>		<i>For the Normal School at Gowhatty.</i>	
	Rs.		Rs.		Rs.
Head-master	- 300	Head-master	- 150	Head-master	- 80
Assistant	- 75	Second Master	- 50	Stipends for 36	
House Rent	- 100	Third Master	- 40	Normal pupils at	
Stipends for Normal pupils at Rs. 3, 4, or 5 each	- 800	Stipends for 60 Normal pupils at Rs. 5 each	- 800	Rs. 3 each	- 108
Total per month	- 775	Total per month	- 540	Total per month	188

Gowhatty ; the Establishment entertained at each is noted in the margin.

20. In the Behar Districts no regular Normal School has been set up, but in each District two Normal Teachers are

\* See Appendix B., page 31.

† Education Despatch, paragraph 56.

employed, to travel about and visit the different Vernacular Schools, Government and Indigenous, and to effect such improvements in their organization and economy and in the qualifications of the Teachers as may in this way be found practicable. I am not yet in a position to report decidedly on the effect of this system.

21. A somewhat similar system is in force in some of Mr. Woodrow's districts, and will be described below.

22. The want of good Teachers is one of the principal obstacles to the establishment of efficient Vernacular Schools, and it is of itself a sufficient reason for refraining at present from any attempt to set up at once and as it were *per saltum* a number of Government Vernacular Schools, all over the country, as some persons seem to think we ought to do.

23. As remarked in the Hon'ble Court's Despatch above referred to, the Education of the mass of the people had been "too much neglected" in this part of India. The few Vernacular Schools established some years ago had been imperfectly superintended and had fallen out of sight and notice. In this most difficult Department of our labor, every thing has yet to be done, and even the principles and plan on which we should proceed have yet, to a great extent, to be discovered and determined on. The past year must, therefore, be regarded as one of experiment and enquiry rather than of organized action.

24. Different plans had been tried in different parts, according as local wants, circumstances, and prejudices, seemed to indicate the most promising road. One principle has, however, been steadily kept in view, viz. that the people are to be, if possible, induced and assisted to educate themselves, not to look to Government to do every thing for them. It has been thought better to have comparatively few and inferior Schools

based upon sound self-supporting principles, than to over-spread the country with Schools of greater show and pretension but resting wholly upon Government for support.

25. Our principal measures are as follows :—" Model Schools" have been established in the following districts at the cost of Government, *viz.* in Patna, Sarun, Shahabad, Gyah, Monghyr, and Bhaugulpore, twelve Schools, at a cost of Rupees 90 a month, in each district. The Masters are paid by salaries partly fixed and partly fluctuating according to the number of boys attending the School; and a small fee is levied sufficient to provide for contingencies. Eight Model Schools have been set up in each of the districts of Dinagepore, Rungpore, and Bograh at a cost of Rupees 20 each, or, for each District, Rupees 160 a month. Five Model Schools, of a superior kind, have been established in each of the districts of Nuddea, Burdwan, Hooghly, and Midnapore, at a cost of (on an average) about 60 Rupees each. The old Government Vernacular Schools, or such of them as had survived and as exhibited signs of vitality, have been kept up and made, as far as possible, models for imitation. These are at present 24 in number, exclusive of those in Assam which amount to 67 with about 3,200 scholars.

26. In many of the districts we have adopted a system under which the Indigenous Schools are periodically examined, books lent to them, and money rewards given to such of the

For Patna, Chuprah, Shahabad, Behar, Monghyr, and Bhaugulpore	{	Rs. 540 a year for each district.	Teachers and pupils as may appear to deserve them. The sums sanctioned by Government for this purpose are
Nuddea, Burdwan, Hooghly, Midnapore	{	Rs. 450 a year for ditto ditto.	
24 Pergunnahs and Baraset	{	Rs. 2400 a year for ditto ditto.	
Jessore and Dacca	{	Rs. 1200 a year for ditto ditto.	
Kamroop in Assam	{	Rs. 500 for the year.	

as noted in the margin.

27. The most promising Schools in the 24-Pergunnahs, Baraset, Jessore, and Dacca, have been formed into sets or circles of 3, 4 or 5, according to circumstances; and to each circle is attached a qualified Teacher who is paid by Government Rupees 15 a month, and who goes about from one School to another instructing the "Gooroomohashoys" in their duty and the more advanced boys of each School in the higher subjects of instruction. Rewards are bestowed on the Gooroomohashoys and boys half-yearly, in proportion to progress exhibited. Of these Schools there are to be 60 circles in the four districts, at a total cost of Rupees 1,500 a month; as yet 37 circles\* have been successfully organized.

28. Encouragement is afforded to elementary Education by

Midnapore	..	} Under Mr. Pratt.	means of Scholarships of the value of Rupees 4 a month offered to the best pupils of Vernacular Schools. The experiment is now being tried in the districts noted in the margin, and it will, I hope, be shortly extended to others. Ten
Burdwan	..		
Hooghly	..		
Nuddea	..		
Dacca	..	} Under Mr. Woodrow.	
Jessore	..		
Baraset	..		
24-Pergunnahs	..		
Rungpore	..	} Under Mr. Robinson.	
Dinagepore	..		
Bograh	..		
Gowalparah	..		
Kamroop	..		
Durrung	..		
Nowgong	..		
Luckimpore	..		
Seesagur	..		

of these Scholarships are to be given every year in each district; of which five will be tenable for one year in a Normal School, and five for four years in a Zillah (English) School. Every Scholarship carries with it, of course, the privilege of free tuition.

29. Grants-in-aid are given to such Schools as are able to comply with the condition of the Rules† prescribed by the

\* Appendix A., page 77.

† For these rules see Appendix B., page 1.

Supreme Government. The number of Schools in each district that have received Grants up to the present date is set forth in the following Table :—

*Return of Schools aided by Grants to the 13th September 1856.*

Names of Districts		English Aided Schools.			Vernacular Aided Schools.			Remarks.
		Number.	Monthly Amount of Grant.		Number.	Amount.		
Calcutta	..	2	800	0 0	0	0 0 0	Including the Calcutta Industrial School.	
24-Pergunnahs	..	11	624	0 0	16	239 0 0		
Hooghly	..	20	1044	4 0	35	465 0 0	Including the Joynoye Training School.	
Burdwan	..	2	115	0 0	18	223 0 0		
Nuddea	..	5	203	5 4	19	311 2 8		
Howrah	..	3	167	0 0	1	20 0 0		
Baraset	..	5	157	0 0	2	25 8 0		
Jessore	..	3	192	0 0	2	42 0 0		
Pubna	..	2	105	0 0	1	11 0 0		
Furreedpore	..	2	37	0 0	4	60 8 0		
Dacca	..	7	218	0 0	3	42 8 0		
Backergunge	..	4	97	0 0	1	15 0 0		
Midnapore	..	2	155	0 0	6	80 0 0		
Bancoorah	..	5	225	0 0	7	69 0 0		
Rajshahye	..	0	0	0 0	1	22 0 0		
Beerbhoom	..	0	0	0 0	1	19 0 0		
Moorshedabad	..	0	0	0 0	2	29 0 0		
Rungpore	..	2	60	0 0	2	25 0 0		
Dinagepore	..	0	0	0 0	1	17 0 0		
Sylhet	..	2	31	0 0	0	0 0 0		
Seeksagur (Assam)	..	0	0	0 0	4	24 8 0		
Serajunge	..	1	67	0 0	0	0 0 0		
Kamroop (Assam)	..	0	0	0 0	14	41 10 8		
Patna	..	1	200	0 0	0	0 0 0		
Total	..	79	4490	9 4	140	1774 13 4		

30. It will be seen that these Schools are chiefly situated in the districts near Calcutta. Their promoters and supporters are almost all Natives,\* and this fact proves that the people of some parts of the country at least are ready

\* Vide Return of Grants in aid, Appendix D.

to exert themselves to secure Education for their children to an extent for which credit is not always given them. Foremost among the Native gentlemen who have lent valuable aid to the cause of Education stands Babu Joykishen Mookerjee. Some of the first grants applied for, were for the English and Vernacular Schools, 24 in number, which this gentleman and his brother have established on their estates in Hooghly and Burdwan. The Government is aware that this is by no means the first instance of enlightened zeal and liberality shown by these gentlemen for the amelioration of the condition of their countrymen. If their example were more generally followed by wealthy and influential zemindars, the task of educating the mass of the people would be attended with few difficulties.

31. It has been found difficult to induce the inhabitants of the more distant districts, where Education is little appreciated, to comply with the somewhat stringent conditions of the Grant-in-aid Rules as regards private contributions. And it is not improbable that it may be found necessary somewhat to modify these rules in order to make them of any practical effect in certain districts. The circumstances of different parts of this country are so various that it is perhaps not possible to devise any set of Rules that shall be found equally applicable to all parts, to Calcutta and Assam, to Hazareebaugh and Hooghly.

32. One of the most important measures auxiliary to direct Education which the year has seen is the Notification of the 9th July 1855, under which situations in the Public Service worth more than six (6) Rupees a month are, after the 1st of January next, not to be given to any person who cannot read and write. The recent Orders of Government under which my Office is to be regularly supplied with Returns of all appointments made by Officers in the Mofussil will afford the

means of ascertaining how, and to what extent, the provisions of this Notification, as well as the wishes and intentions of Government generally in regard to the employment of educated in preference to uneducated persons, are duly carried out. I hope it may be found practicable before very long to go a step further, and to enact that, without the special sanction of Government, no one unable to read and write shall be appointed to a public situation of any grade.

33. With a few exceptions it has not been found necessary for the Department itself to take in hand the publication of any Educational works, during the year. Much is being done in this way by private persons, and the machinery and operations of the School Book Society and the Vernacular Literature Society, of both of which I am a Member, have been increased and invigorated during the year. Many new Agencies in the Mofussil have been lately set on foot by the former Society, and, plans for establishing Book-shops and Sub-Agencies in connection with these in the interior of districts are under trial by Mr. Pratt and Mr. Woodrow. The result will be reported hereafter. Indirectly the Department is enabled in many ways to afford effective aid to private persons and Societies in regard to the publication and dissemination of useful Educational works. Should the scheme for establishing Book-shops and Agencies in the interior of districts, which is now before the Supreme Government, be sanctioned, our measures directed to this end will be more systematic and effectual than they have yet been.

34. The Orders of May last provide for a more complete and convenient set of Statistical Tables than those submitted with the present Report. The new Forms are being duly prepared and kept up for the current year, and they will be regularly appended to all future Reports of this kind. Means have thus been adopted for ascertaining and estimating the pro-

gress and cost of Education from year to year in regard to every part of the country and every description of School. For the present it may be enough to state generally that the sum expended upon English Schools and Colleges last year was about Rupees 3,23,246, and that spent on Vernacular Schools Rupees 17,590.\*

35. The following are the Appendixes and Tables annexed to the present Report—

*Appendix A.*—Extracts from the Periodical Reports of the Inspectors of Schools and the Authorities in charge of Government Colleges and Schools.

*Appendix B.*—Selection of the more important Circulars, Notifications, &c. issued during the year.

*Appendix C.*—Reports and papers connected with the Scholarship and Honor Examinations.

*Appendix D.*—Miscellaneous Tabular Statements, viz. :

1. Return of Number of Students in the Government Colleges and English Schools.
2. List of Local Committees of Colleges and Schools.
3. Return of Grants-in-aid.
4. Accountant's Statements of Receipts and Charges of the Department.

36. I cannot conclude without expressing my sincere satisfaction with the manner in which the Officers of the Department, generally, have conducted their duties. It would not have been easy to find more able and enthusiastic Inspectors of Schools, than those who have held these appointments during the year, viz. Messrs. Pratt, Chapman,† Woodrow, and Robinson. To work with such men is both an honor and a pleasure. The Principals of Colleges have discharged their

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\* See Accountant's Statements, Appendix D.

† Mr. A. S. Harrison succeeded Mr. Chapman on the 26th of March last.



duties with the ability and unostentatious industry for which, in former years, they have earned the acknowledgments of Government, and of the Professors and School Teachers, with but few exceptions, nearly the same may be said. The great majority of the Local Committee have also rendered willing and valuable aid to the Department, aid which is the more deserving of acknowledgment inasmuch as it entails upon persons whose time is already well-occupied additional labor without additional emolument.

I have the honor to be,

Sir,

Your most obedient Servant,

WM. GORDON YOUNG,

*Director of Public Instruction.*

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## Appendix A.

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### EXTRACTS FROM REPORTS

OF THE

INSPECTORS OF SCHOOLS, PRINCIPALS OF COLLEGES  
AND LOCAL COMMITTEES OF PUBLIC IN-  
STRUCTION FOR THE YEAR 1855-56.

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INSPECTORS' REPORTS.

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FROM THE REPORT OF MR. WOODROW, INSPECTOR OF  
SCHOOLS, EAST BENGAL, FOR THE QUARTER  
ENDING JULY 1855.

IN a letter which I lately addressed to the Director of Public Instruction on general Education for the masses, I showed, from the results arrived at in the Educational Census of England and Wales, that we might, in Bengal, expect to find 25 per cent. of the population between the ages of 4 and 12 years, that is, of the age fit for Education; that of this number the girls would be  $\frac{2}{3}$  and the boys  $\frac{1}{3}$ ; and as the girls for statistical purposes may be omitted in an Education Census of Bengal, that there would remain nearly 9 per cent. of the population as boys fit for instruction. If, from various causes, 25 per cent. of this number are disabled from attending Schools or are instructed at home, which is the proportion allowed in England, there would still

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remain nearly 7 per cent. who might attend School. The result is shown in the accompanying Table :—

	Population.	Boys between the age of 4 and 12 Years.	Boys who ought to be at School.	Boys who are in the Govt. English Schools.	Boys in the Government Bengali Patahalas.
24-Pergunnahs, exclusive of Calcutta ..	4,61,000	41,490	32,270	102	144
Baraset ..	4,86,000	48,740	34,020	179	140
Jessore ..	8,93,000	80,370	62,510	140	70
Furreedpore ..	5,57,000	50,130	38,990	125	
Dacca ..	5,42,000	48,780	37,940	409	
Pubna ..	8,62,000	77,580	60,340	173	
Backergunge ..	7,37,000	66,330	51,590	236	
Tipperah, Noacolly ..	13,71,000	1,28,390	95,970	195	
Chittagong ..	9,49,000	85,410	66,430	152	
Total ..	68,58,000	6,17,220	4,80,060	1,711	354

According to the proportion of those actually in School to the rest in England, the total number in Bengal would, out of these 4,80,060, be 3,80,000 boys. But there are now under instruction in

Government English Schools ..... 1,711

Government Vernacular Schools ..... 354

Total 2,065

Education for the masses has therefore to be commenced in East Bengal.

On the 3rd July I nominated three Sub-Inspectors, but only one of them commenced his duties during the month, and he on the 27th instant.

Sub-Inspectors.

The Director of Public Instruction has sanctioned the nominations which I have hitherto made. I am afraid that the alumni of the Calcutta Colleges will be but ill-qualified to stand the discomforts of Inspecting Schools, in the watery Districts of East Bengal, and that my chief supply must be from Dacca.

Babu Jogutchunder Bannerjee, the Sub-Inspector of the 24-Pergunnahs and Baraset, was, for many years, the Head Native Teacher of the General Assembly's School, and, in this capacity,

had the training of the subordinate Teachers. He is of course thoroughly drilled into the Scotch system of Education, as pursued in that Institution, and which for the *junior* classes, is so thorough and accurate as to leave little to be desired. He is, moreover, a fair Bengali Scholar, and highly respected by his countrymen. For some months previous to his appointment, he discharged the duties of Darogah of the Barrackpore Pergunnah, to Mr. Fergusson's entire satisfaction. His personal strength and powers of enduring fatigue were tried in this capacity, and not the least inducement for my selection was his ability to walk 20 or 30 miles at a time, without being exhausted.

The second appointment was that of Baboo Pertabnarain Singh, one of the first students of the highest class in the Presidency College, and absolutely the first of all the Colleges in his marks for Bengali. He is the son of a rich zemindar at Beerbhoom, and has been appointed to Pubna, but has not yet joined his situation. I am afraid that the laborious duties of a Sub-Inspector are not suited to his temperament. For Jessore I have nominated Russic Laul Sircar, of the Oriental Seminary.

For Furreedpore I have selected Moonshée Allahabad Khan, of the Calcutta Mudrissa. This Mussulman is the son of the former Librarian of Fort William College, and will, from his family connection, have influence in that District. He and Warris Ali of Hooghly, are the only two Mussulmans who have ever attempted to pass the Senior Scholarship Examination. They both acquitted themselves well.

I have selected from ninety-six candidates, Mr. Ricketts for the Sub-Inspection of Burrisaul, but I have not yet made the nomination. I recommend that the appointment for Zillahs beyond the Megna be filled up with Dacca men.

In all these nominations I require the Sub-Inspectors to pass an examination in Tucker's Notes on Education, and Stowe's Training System, or some other equivalent works, before entering on their duties.

\* \* \* \* \*

The private Schools in the neighbourhood of Calcutta are numerous, and some of them in a very efficient state. I have every where been received with the greatest kindness, and requested to repeat my inspection as frequently as possible, even in Schools whose managers do not intend at present to apply for aid.

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The progress of Education in Baraset is most encouraging. The Government English and Vernacular School is in a very satisfactory state, owing to the zeal of the Local Committee. The School is full, and though the building is extensive, more accommodation is required.

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The Boarding-school at Baraset is unexceptionable in point of neatness and order, but the support given is fluctuating and never at any time extensive. Six boarders has been the maximum during the past year. The building is very convenient for students ; and several boys lodge there who board with their friends in the town. The fee for boarders is 2 rupees monthly, and for lodgers only 4 annas.

The Agricultural Class is not so numerously attended or so energetically carried on as formerly. The respectable castes of Hindoos consider manual labor disreputable, and nothing but the genuine enthusiasm of the Master can conquer the passive resistance of the boys. I regret to say that work in the garden is not a popular occupation among the students. If a knowledge of Agriculture and Botany were made to "pay" in the marks for Junior Scholarship, the case might be different. A Bengali lad will study all the day and half the night for a Scholarship, and as long as the hours devoted to Literature and Mathematics tend directly to a pecuniary reward, while those given to Botany do not, there is no doubt which of the two will be chosen by him. But when, as now, pecuniary advantage and hereditary prejudice are both opposed to the study of Botany, the success of the garden is impossible.

The Female School in Baraset is in existence, and that is all.

Female School.

The number of Scholars is 14 on the books, but the attendance exceedingly irregular.

I did not attempt to visit the Institution, as the prejudices of the people are very strong and unreasonable, and the results of such visits, in previous years, unfavorable to the cause.

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The English Zillah Schools throughout my District are all steadily increasing in number and influence. The Vernacular Schools to the East of Baraset are either in the hands of Missionaries or Gurumohashoys, with the exception of the one at Magoorah in Jessore, which is under Government.

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FROM THE REPORT OF MR. CHAPMAN, INSPECTOR OF  
SCHOOLS, BEHAR, FOR THE QUARTER ENDING  
JULY 1855.

THE first English School in Behar was established under Government auspices at Patna in 1835, and for ten years it stood alone; the average number on its registers at the end of each year, being 96 boys. In 1845 and 1846 Schools were set on foot at Bhaugulpore, Gya, and Mozufferpore, and up to 1852 these four Institutions educated an average of 267 boys. Since 1852, the Chupra, Arrah, Monghyr, Purneah, and Patna Branch Schools have been established, the Native communities, in each instance, contributing handsomely to the funds required for the purpose. The last [Returns that have reached me give a total of 1,094 boys on the registers of these Schools; the numbers at-

Resume of the History of English Education in Behar. Its present condition.

Names of Schools.	Attendance by last Return.
Patna .....	193
Patna Branch ...	154
Arrah .....	74
Gya .....	189
Monghyr .....	71
Bhaugulpore .....	156
Purneah .....	70
Mozufferpore .....	107
Chupra .....	80
	1,094

tending the Patna School only exceeding considerably the whole number educated in the best of the preceding years. This result is the more gratifying as the gradual stage by which the present numbers have been reached indicate that it is produced, not by any ephemeral excitement, but by a sound and steadily-progressing appreciation, for some cause or another, of the value of

Nature of the increase  
of numbers.

English Education. I do not think that there is now any good reason to fear any retrogression from the present standard of numbers, but rather that we may fairly hope that it is itself destined to be rapidly left behind. The increase has not been confined to isolated cases. All the new Schools, it is true, have rapidly attained to a flourishing condition ; but the old Schools, have, many of them, doubled, all of them considerably increased their numbers.

3. Nor do the statistics given in the last paragraph represent the entire amount of English Education given in the Province. The Reverend Mr. Droese, of the Church

Private Institutions for  
the study of English.

Missionary Society, has a valuable English School at Bhaugulpore, with 150 boys upon its registers. Gridhari Lal, a Vakeel of the Judge's Court, has also an Elementary School, in which English is taught, with an attendance of some 50 boys ; and the merchants and zemindars of Durbunga, in Tirhoot, support an English School established at the instigation of the late Collector, Mr. G. L. Martin, where 60 or 70 boys

Total of English In-  
struction in the Province.

may be taught. On the whole, then, we may reckon that about 1,350 boys are now studying the English language in the Province of Behar. I trust that private enterprize may soon enter the field to an extent more commensurate with the demands of the country.

Although the number now studying our language and litera-

Causes of the prosperity  
of English School.

ture is, as yet, a very small proportion of the boys who, we may reasonably hope, will eventually do so, still, the rapid advance-



ment of the last few years deserves a few words of explanation, though I am not sure that I can satisfactorily account for the whole of the results obtained. The greater part of the impetus given is, no doubt, due to the impression that has got abroad that all preferment under Government will be distributed in future only to those knowing English, and this impetus has been greatly strengthened by the large demand which has arisen for lads acquainted with English on the Railroad, the Gya roads, &c. Something may perhaps be attributed to an increased desire for knowledge arising from the appreciation of what has been already attained: while I also think we may recognize some faint glimmerings of the acknowledgment of a principle, which I trust, will, ere long, be fully established, that the Education of a Native gentleman is not complete without the knowledge of the English language. Still, as yet, the desire for English can scarcely be said to be spontaneous; and much of the success attained would not have been reached but for the exertions of the local Officers and of the Masters themselves.

5. The short period during which many of the Schools have been in existence will prepare you to hear that the Education given in them is, as yet, of an elementary character. Even in those which have been longer established, the standard attained is, for reasons to which I shall presently allude, not very high. My tour of inspection was made in the month of March, and you are already in possession, somewhat in detail, of my impressions. I was generally well pleased with the industry and attention of the Masters, most of whom seemed adequately interested in the great cause in which they are engaged. Mr. Twentyman, Head Master at Patna, is peculiarly distinguished in this respect. He and Mr. Platts at Chupra are both very valuable men in the Department, full of zeal and energy. Mr. Godfrey, at Arrah, and Mr. Hanvey, at

General character of  
Education given.

My tour and impressions.

The Masters.

the Branch School at Patna, are also very popular among all classes and do their duty well. \*Pundit

\* Gya.

† Bhaugulpore.

Bal Makund and †Babu Gura Churn

Mitter are both deserving of the greatest credit for the flourishing condition of their Schools in each case due, not a little, to their own personal exertion and popularity. At the same time, I must endorse an opinion which I found to be entertained generally at both places both by the European and Native communities, that such Institutions should be superintended by Englishmen. It would be in the highest degree unjust to take any step adverse to the interests of either of these meritorious Officers, but the means may probably be found of effecting the requisite improvement without doing so. The only Officer whom I found to be deserving of censure was the Head Master of the Purneah School, who appeared very ignorant both of the condition of his School and of the duties of his situation.

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12. But, however great the importance that I attach to the Popular Education, spread of English Education, I must carefully explain that I look upon it only as our great mission. fully explain that I look upon it only as the accessory of our far more important and more difficult mission, viz., the introduction of a system of Vernacular Education for the masses. The attempt to do so is a new era in the History of our occupation of this great country, and, I now propose to detail, with some care, the operations which have been commenced for this purpose in Behar.

13. It is unnecessary here to dwell upon the prevalent ignorance of the masses of our population, an Ignorance of the masses. ignorance gross and so firmly established by long custom, that tyrant so doubly tyrannous in India, that even the more enlightened among the higher classes can scarcely be persuaded that it would be right or necessary to remove it even were it at once feasible, while the lower classes themselves are

quite content to acquiesce in the theory that Education is of no use to them.

14. These feelings acquire a deepened hue in Behar. We have to contend against the most profound indifference on the part of those whom we desire to benefit, varied occasionally to active resistance through the agency of superstition and suspicion, or the instigation of the influential classes, who have not only a religious antipathy to assisting us in such an enterprize, but anticipate, shrewdly enough, that the spread of knowledge might make their inferiors more independent of them, and consequently less valuable chattels. Indeed all classes seem to combine in rejecting all knowledge as something, they know not what, profane and dangerous. The most absurd objections find a voice. I have been seriously told by a well-educated man, that to make the attempt to spread Education generally was an unjustifiable invasion of the vested rights of the Moulavies and Pundits, while the Moulavies and Pundits, on their part, affect the greatest contempt for a knowledge of which they are profoundly ignorant, and, being the immemorial authorities on these subjects among the people, contrive to spread pretty generally their own prejudices against a system which they guess would rapidly oust them with their antiquated and pretentious ignorance.

15. People have gradually forced themselves to acknowledge the English Schools as a necessity; not that they have, at present, any value for our learning, but they consider the acquisition of our language as necessary for the advancement of their children in this life, and therefore overcome their suspicions as to what may be the effect of this mode of Education upon their prospects in the next. For the study of this hated knowledge in the Vernacular, there is no such inducement; on the contrary, they consider the study of the Vernacular as dishonorable, and in no case to be pursued further than is necessary for their daily

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Other general difficulties in our way.

business. If it be remembered that, with all these difficulties from without, we have to work with agents themselves strongly suspicious of our motions and altogether incapable of entering into or appreciating our plans, and that we propose to ourselves no less an aim than to induce the people, at their own charge and expense, to take measures for the acquisition of this knowledge, some idea of the difficulty of the enterprize upon which we are embarked may be gathered.

16. You will perhaps think this an overdrawn picture. I do not believe it to be so. It is certainly anything but an agreeable one. But if we hope to cure a wound or heal a disease, we must probe to the bottom and disclose every symptom, however loathsome, otherwise what chance is there of our applying the right remedy? Hopeless as is the state of things which I have described at the

first glance, I still do not despair. *Magna est veritas et prevalebit.* Knowledge is more than a match for ignorance, suspicion and hatred combined, and will, in time, become a necessity even in Behar. We may not at present see our way very clearly. You, Sir, and I may work on without discernible results, but success will come at last, and I have strong faith that our country is the destined agent for its accomplishment.

17. In addition to such obstacles as are peculiar to no special period, I must here remind you, that in judging of the results of our first quarter's operations, due weight should be given to the special accidents which have militated against us during that period; the principal of these was the design of depriving the jail prisoners of their lotahs. This is still universally believed to be the opening act of a general scheme of which the Educational System is supposed to be a part for the forcible conversion of the Natives to Christianity. "We understand" is the significant answer frequently given to my subordinates,

Reasons for going into these details.

Special accidental obstacles of the period now reported on.

"*Udhar Magistrate Sahib khilâte khilâte, our idhar tum log parhâte parhâte !*" The fact is, the presentiment is strong and by no means transitory that Government will not only attempt to make its subjects Christians, but will succeed in doing so. The conviction is shared in alike by all classes and all sects, and I do not think it is in the power of Government to remove it. This uneasy feeling is ready to display itself on the most trivial occasions; and the circulation lately of a controversial appeal to the influential Mahomedans throughout the country by some person in Calcutta was, at once, attributed to Government, and has excited universal alarm among both Hindus and Mahomedans, adding materially to the difficulties which beset our plans. We must always have expected that the intention of Government would be at first misjudged and connected with proselytizing purposes. It is incomprehensible to the native mind that any such scheme *could* be undertaken from mere disinterested and philanthropic motives, but the fortuitous occurrences above referred to have given a peculiarly active shape to their religious suspicions. Added to all this, we have had

Sonthals.

the Sonthal disturbances, which have so unsettled the two districts of Bhaugulpore and Monghyr as completely to stop my operations there, so that, it must be confessed, we have met peculiar difficulties in the introduction of our system into the Behar Provinces.

18. It was on the 17th April, that final instructions reached me  
 Commencement of my operations. to commence operations. The sum of Company's Rupees 1,250 per month was then placed at my disposal for the entertainment of the requisite staff of subordinate agents, and it was eventually settled that six Sub-Inspectors of the first grade should be appointed to assist me on salaries of Company's Rupees 100 per month each, and twenty of the second grade with allowance of Company's Rupees 30 each, to be raised for good services to Company's Rupees 35. The arrangement of the details of the measures to be adopted, was left very much to me; the instructions contained in the

Despatch of the Hon'ble Court, paragraphs 89 and 93, being pointed out for my guidance.

19. In that Despatch the system adopted in the N. W. Provinces was laid down on the model for all similar efforts in other parts of the country. It is due to myself to record here that my proposition to introduce at once into Behar a system of Educational Officers upon the same scale as was done in those Provinces was rejected as premature and too expensive. Instead of Company's Rupees 2,300 per mensem, which was the lowest sum that would have been sufficient upon that scale, an allowance of Company's Rupees 1,250 monthly only was assigned to my Division; and although I was at the same time authorized for the present to confine my operations to the six Zillahs mentioned in the margin, abandoning the important Districts of Tirhoot, Purneah, and Chumparun, yet, even in this more limited circumference, my measures have been somewhat cramped for want of means.

While waiting for my instructions, I had, as already stated, made a tour to all the Districts in my circuit, the main object of which was to select the requisite staff of subordinate Officers. Even long before this, I had written privately to the Officials at each station, requesting them to make it known that such appointments would shortly have to be filled up, and begging them to do their best to procure suitable candidates. The salaries offered were ample, but the work is unsuited to the tastes of the people; and there is no opportunity for those exactions for which Government Officials have such a predilection. The duties of the Department, moreover, are held in the greatest contempt. I myself was urged not to accept an appointment so utterly unsuited to a "Hakim." Whether from these causes or from the general prevalence of suspicion I cannot say, but it is certain that I had

Rejection of my proposal of introducing the N. W. Scheme.

Limitation of my operation.

Sarun, Shahabad, Patna, Behar, Monghyr, and Bhaugulpore.

Selections of Subordinates.

Difficulty in obtaining candidates.

the greatest difficulty in procuring candidates for the appointments especially for the higher offices.

\* One or two of the lower grade appointments are vacant.

Indeed, to this day,\* all are not filled up.

I was fully aware of the importance of securing the services of Natives of the Province, especially for the higher appointments, but eventually I have succeeded in procuring only one Behari. Of the 5 other Sub-Inspectors, 4 are Natives of the N. W. Provinces and one is a Behar Bengali. The superior efficiency of the one Native of Behar whom I have appointed shows how important it would have been to have nominated such generally : but they were not to be procured. One other man at Arrah agreed to take the appointment, but resigned it again the next day. His neighbours made it too hot for him. My early attempts to procure Masters for the Government Model Schools were still more completely unsuccessful. Indeed almost the only candidate I met with was a prisoner in the Jail at Motehari who petitioned to the effect that he would be very happy to take service under me when his term of imprisonment was over !

The peculiar feature of the operations which we have now commenced in Behar, is the principle so forcibly insisted upon by Mr. Adams, in his admirable Report of 1838, as the only hopeful basis of any natural scheme of Vernacular Education for India, *viz.*, the recognition of the Indigenous Teachers, to whom the people have always been accustomed, as the foundation of all our system. Our first object is to improve these, and to induce the people more regularly to employ them. By so doing, we hope to disarm suspicion, and conciliate the good will of both people and Teachers, while we believe that very general good may, if we are successful, be rapidly effected. The more direct plan of establishing Schools supported by Government has hitherto always failed ; the sympathies of the people are against them, and in Behar at least they have never been able to keep up any numbers. Even were it otherwise, it would be too expensive a sys-

General outline of our operations.

tem to admit of any thing like a general application. As it is, I have abolished, or am abolishing, the two remaining Schools upon the old system in the Monghyr District, and intend in future, to set on foot such Schools purely as models. A general system of visitation to all the village Masters; the inducement of the inhabitants of villages where no Teacher is found to appoint one for themselves; the establishment of these Model Schools; and the sale of useful Vernacular works; such is a brief programme of the work we propose to ourselves. I now proceed to fill in some of the details and to describe the operations of the quarter under each head.

23. Each Sub-Inspector carries with him a supply of books for sale to all who desire to purchase. He also lends books to all Teachers who may be willing to undertake to teach them to their boys; and we propose to establish a general system under which the pupils of all those who do

so teach our books will be examined once in six months. A pecuniary reward of 4 annas will then be given to the Teachers for each boy passing a successful Examination, besides prizes of books to the boys themselves. It is hoped that, when confidence

Average No. of Visitors.	Zillah.	Distance travelled in Cos.	No. of Villages visited.	Teachers visited.		Total.
				Hindu.	Mussulman.	
4	Patna ..	381	505	138	73	211
3	Chupra ..	333	498	65	78	143
3	Arrah ..	144	244	14	27	41
4	Behar ..	857	581	202	104	306
2	Monghyr ..	147	261	51	30	81
2	Bhaugulpore ..	202	281	28	22	50
	Total ..	1,561	2,270	498	334	832

is once established in the stability of the intentions of Government, these inducements will prove sufficient to attract both Teachers and pupils, but this will probably require more than one six months. The marginal table shows the number of Villages



and of Teachers visited during the quarter in each District and the gross distance travelled.

In judging of this material exposition of the work done, it must be remembered that the full complement of Officers has not been employed during the whole time, and that locomotion is in a great measure stopped during the month of July. The statistics, being for portions of Districts only, are at present nearly valueless ; but I must remark that the number of Teachers met with in the Districts of Patna and Behar is larger than I had anticipated. The result in this respect already justifies sanguine hopes of future usefulness, if we are once able to obtain the co-operation of this class. It would be premature to express any opinion as to the success or failure of our

efforts at present. I cannot, however, report any very encouraging features.

About 200 books only have been accepted on loan ; but the system of rewards has only been very lately settled and is not yet promulgated, so that it is hardly possible to judge of its effects. Of the Teachers

Reception of Sub-Inspector by Teachers.

visited, many have certainly looked upon the advent of the Sub-Inspector with suspicion and dislike, if not with actual terror, especially the Mussulman Teachers. A Report was industriously circulated at Chuprah, that it had been made a criminal offence to keep a Teacher at all, and that the Educational Officers were appointed to report all transgressors. The head Sub-Inspector was actually greeted by a poor Teacher with a beseeching prayer that his heinous offence might be overlooked for this once. Insult and abuse, too, have occasionally not been spared, though generally evasion only has been resorted to. One Teacher did not know the low Nagri character. Another only kept a School during the rainy weather. A third would do all we pleased when the cold weather came, and so on. Many held back from taking the loan of our books under a vague fear that some penalty might subsequently be demanded of them if their

boys were badly taught. I need not say that my efforts have been directed, as much as possible, to remove such fears. I require no engagements and no contract to be entered into by those accepting our books on loan, beyond a promise that, in the event of not producing their boys for Examination, they will return the volume. Of those that have taken our books, by far the greater number are residents of the neighbourhood of the large towns.

In the villages where no Schools were found, I think the reception of the Sub-Inspectors has not been, on the whole, unsatisfactory. They were directed, in such cases, to endeavour to induce the people to combine, either among themselves, or with the neighbouring villagers, for the support of a Teacher; the inhabitants of many villages are reported to have expressed their intention of acting upon this advice. Of course very few will have carried out the intention they thus signified, and it cannot be ascertained, at present, whether any have done so. Still more declare their readiness to send their children to any School the Government choose to set on foot within reach of their village, paying any fee required from them. This is a proposition to which we could not generally listen to. The great majority, however, remain for the present firm in their ignorance, either at once rejecting all overtures, or pleading some excuse, such as poverty, agricultural occupation, &c. In many cases, the ryots refer the Sub-Inspectors to their zemindars. The problem has yet to be solved how to induce these latter to see it to be their interest to forward the Education of their ryots. Some of them are amongst our most strenuous opponents.

26. There is no doubt that our difficulties have been materially increased by the fact that our books are printed in the Dev Nagari character. I am still clear that we were right in selecting the character, but it will require time to overcome the obstacles arising from its use. The statement constantly meets us, "We don't want the

Reception of Officers  
where there was no  
Teacher.

Difficulty from the ge-  
neral use of Kayasthi.

Dev Nagari. All our accounts, Putwaree's, and others are kept in Kayasthi." In the North-Western Provinces, this difficulty was overcome with ease, by making the Putwarees file their accounts in the Dev Nagari. Here these Officers are entirely disorganized and file no accounts at all. I have already suggested

that much might be done by an order that all documents in Summary Suits,

now prepared in Kayasthi would in future be required in the legible and useful Dev Nagari. It is, however, so far satisfactory that the sale of books has been the most successful feature in our quarter's operations.

27. The marginal table shows a sale during the quarter of

*Sale of Books.*

ZILLAHS.	Urdu Books.				Hindi Books.				Total.			
	No.		Price.		No.		Price.		No.		Price.	
Patna ..	123	33	18	8	169	29	5	6	292	63	2	9
Chupra ..	0	0	0	0	0	0	0	0	0	0	0	0
Arrah ..	148	31	5	6	216	34	11	3	364	66	0	9
Behar ..	72	15	9	0	132	26	16	9	204	42	8	9
Monghyr ..	0	0	0	0	0	0	0	0	0	0	0	0
Bhaugulpore ..	0	16	9	0	39	12	6	0	56	5	6	0
Total ..	343	95	36	9	567	128	44	24	920	227	15	33

920 books valued at Company's Rupees 228, and the sale is at present steadily increasing. The books sold are those prepared in the North-

Two months only.

Western Provinces, under the able superintendence of Mr. H. S. Reid, and embrace every variety of subject in the Educational line. The appointment of special Book Agent at all the large towns has now been sanctioned, and will be speedily carried into effect. These Officers are to be remunerated by a commission of 25 per cent. on all sales, to be provided by raising the price of the books commensurately. They have hitherto been sold at cost price. The general circulation of these valuable works is most important, and must have a speedy effect in removing suspicions and prejudices and exciting a desire for knowledge.

28. I regret that I cannot yet report the actual establishment of any Model Schools. In the commencement of the enterprize,

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Model Schools why none yet established. my Sub-Inspectors have been too much occupied with their multifarious general duties, to be able to devote much time to objects requiring such local attention. Several, however, are now being set on foot, and by November I hope to report the establishment of a considerable number. To keep up their model character, I am careful to

Character we propose for them. construct them only on such a basis and of such materials as would be within the reach of the villagers for whose use we propose to set them on foot. I have therefore recommended that we should pay the Masters only Company's Rupees 5 monthly, appointing, as a general rule, the best Indigenous Teacher we can find in the neighbourhood of the proposed model. If the School contain more than thirty boys, the scale of remuneration will be progressively raised.

29. I propose that, when these Model Schools become efficient, they shall also be made to act as Expedient for Normal Schools, for the most deserving of the surrounding Village Teachers, who might be supported during a limited attendance there. The Masters of the Model Schools will, in their turn, be educated at the Central Anglo-Vernacular Schools.

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FROM THE REPORT OF MR. PRATT, INSPECTOR OF SCHOOLS,  
SOUTH BENGAL, FOR THE QUARTER ENDING  
OCTOBER 1855.

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5. I now proceed to mention the nature of the instructions given to my Sub-Inspectors on their appointment. Each Officer is furnished with a list, obtained through the local Officers, of the Indigenous Schools at present existing in his District, and he is instructed to visit those in the first instance where there appears

to be the largest number of scholars. He then endeavours to ascertain the qualifications of the Teachers, the resources of the School, &c., calling together the principal people of the village, with the view of explaining to them the Grant-in-Aid Rules and the advantages of adopting a higher standard of Education, special attention being of course called to the Notification of the 9th July last. They are invited to come forward and guarantee the payment of a fixed amount from schooling fees and subscriptions, and to consent to the appointment of a qualified Teacher, on condition of receiving a grant of similar amount from Government, besides prizes to both Teachers and pupils, and Scholarships for the *latter* to be held at some higher School. If, for instance, the people of a village guarantee the payment of Rupees 10 a month, then, with the Grant-in-Aid, there is an income of Rupees 20—Rupees 15 of which I assign to the new Teacher, and Rupees 5 to such one of “Gooroomohashoys” of the village as may be found qualified to teach the younger boys. Where a larger sum can be raised, the Gooroomohashoy or the Head Teacher gets something more, and a sum is put by for contingencies. The inhabitants either nominate the Teacher, or

Reading and explanation of a few sentences in the Burjya Bosta or some work of equal difficulty ; Derivation of words ; Writing from dictation ; Arithmetic on the English system ; Mensuration ; Geography ; a few questions in Astronomy and the History of Bengal.

they request me to select one. In the former case I examine their nominee in the subjects noted in the margin, or I appoint a Teacher from among the candidates who have from time to time presented themselves for Examination and have been registered by me as being qualified for such employment. Where there are

several small Schools in the village all near one another, the proprietors and principal inhabitants are advised to combine and form a “Committee” for the management of one good School. Where the Schools are more distant, but no one of them is alone able to guarantee the required amount, it is recommended that one superior Teacher should be engaged, who shall share his time equally between the Schools, each of course

having a separate Gooroomohashoy to teach the younger boys and keep the others to their work, during the absence of the Head Pundit.

Due care is taken to provide for such of the Gooroomohashoys, as possess any qualification, at all : they are promised rewards if their pupils make satisfactory progress, and they are urged to read the books necessary to qualify them for the post of Head Teacher.

The inhabitants are required to provide School accommodation, as one of the conditions of receiving the Grant, and to allow the Inspector and Sub-Inspectors to visit the aided Schools, with a view of supervising and aiding the Masters. A course of in-

* Reading,	{ Borno Porichoy.
Writing,	{ Sishushikha.
Explanation of	{ Nitibodh.
Meaning,	{ Bodhodoy.
Derivations,	{ Satya Chundrodoy.
	{ Charupath.
Arithmetic,	{ Harles Gonitanka, or
	{ Chatterjea's Gonitsar.
Mensuration,	{ 4th part of Gonitanka, and
	{ 2nd part of Gonitsar.
Geography,	{ Pearce's Bhugol.
	{ Brittanta, or
Physical ditto,	{ K. M. Banerjea's ditto.
	{ Rajender Lal Mitter's
	{ work.
Astronomy.	{ First Chapter of Pearce's
	{ Geography.
History,	{ Ishur Chunder Surma's
	{ Bengali Itihas.

struction has been laid down for all such Schools, and certain text-books\* in each subject recommended for adoption, but others are allowed if found nearly as well adapted to the purpose. It will be seen that this course is nearly the same as that which forms the

test of Examination for the candidates for Village Teacherships.

6. Such is an outline of the proceedings which have been adopted in this Division. The work requires much tact and judgment, and a large portion of my time has been occupied in instructing my Sub-Inspectors how to proceed in each case, and for this purpose, they report to me fully upon the circumstances of every village visited by them, with the difficulties which arise and receive detailed instructions how to meet them. You will easily understand that some time must necessarily elapse before such proceedings are fully understood and appreciated, how

much consideration and discussion every village requires before it will come forward with the necessary "guarantee," and for the first month there was but little result to our labors. At length, however, we are meeting with fair encouragement, especially in the District of Hooghly where enlightened views have made greater way than elsewhere, and where I have had the good fortune to be aided by a Sub-Inspector (Babu Protaup Narain Singha) in every respect eminently fitted for his work.

7. Among the most prominent difficulties which we meet with are the following.

Each of the Schools in a village is generally held in the house of one of the wealthier inhabitants, who has a Gooroomohashoy for his own children and for those of his neighbours who are willing to pay a small fee. The School is his School, and it gives him a certain amount of importance, and he is not therefore disposed to part with that source of influence, which is of course the case when his School is absorbed with half-dozen others to form one common School.

8. In spite of all we can do, some of the Gooroomohashoys or "Sircars" must necessarily lose employment, and they are not always willing to listen to our invitations to study and improve themselves. Whenever this is the case, they become active agents of opposition to our proceedings.

9. Another difficulty is that, however poor the village, English Education is what the people ask for, and when we talk of an improved Vernacular School, there is general disappointment and consequent unwillingness to do anything. The people see that an English Education has enabled numbers of their countrymen to obtain high and remunerative employment, and they think that if their children too learn a little English, they must as a matter of course be equally fortunate. They do not understand that, with the increased number of young men instructed in the English language, the standard of qualification demanded by every employer is constantly rising; moreover, there are now a vast number of young men taught at inferior English Schools,

or in consequence of poverty, for a year or two only at some good School, and this circumstance, taken in conjunction with the other just mentioned, must lead to the existence of a considerable class of persons, who, while unwilling to follow the humbler calling of their parents, are not qualified for occupation of the kind they aim at. The multiplication of elementary English Schools for poor boys is, I think, therefore an evil to be avoided, while on the other hand the expenditure requisite for the establishment of such Schools would be sufficient for twice the number of good Vernacular Schools, where the village youth can get not only a knowledge of reading, writing, and accounts, but much other useful knowledge besides. I trust that ere long we may be able to bring the people to understand this.

10. A large portion of my time has been occupied in examining candidates for the Teacherships of these improved Schools. These persons consist for the main part of two classes, the "Goo-roomohashoys" and men who have passed two or three years at some English School. The former I find generally ignorant of anything beyond Bengali reading, writing, and the native method of arithmetic, and the latter ignorant of Bengali. However, out of the whole number, I have been able to obtain sufficient Teachers to meet actual vacancies, more especially as some time must necessarily elapse before they will be required to teach the full course laid down for the new Vernacular Schools. They have all been appointed for six months, their confirmation being made to depend on their passing another examination at the end of that time. A few of the Pundits instructed since July last in Ishur Chunder Surma's Normal School have also been placed at my disposal.

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14. I now proceed to speak of the next important step towards the promotion of popular Education, *viz.*, the preparation of books, both for general reading and for School teaching.

In addition to the new editions of Bengali Spelling Books and Readers mentioned in my last Quarterly Report as being in



course of publication by Pundit Ishur Chunder Surma, the following are also either in the press or are being prepared under his superintendence:—

A new work on Geography ; a new edition of his translation of Marshman's History of Bengal ; Works on Natural Philosophy and Astronomy ; Histories of Greece, Rome, and England ; and translations of Rasselas and Telemachus.

15. As regards the *immediate* wants of our new Vernacular Schools, I do not think we are badly off for School-books, as their preparation has for many years past been much attended to in Bengal, and such deficiencies as there are will doubtless soon be supplied. You will have seen, that in every subject of the Village-School course specified in my 5th para., a corresponding class-book has been found. The fact is, that with an improved race of Masters, the character of the School-books becomes a matter of less importance. With such Masters as we have at present, the book is everything, for the Master cannot supply what it fails to give. With really good Masters, a higher teaching is given than can be obtained from a class-book which then takes its proper place as a mere text for the Master to teach from.

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20. Closely connected with this subject is the preparation of popular works for general reading, both for children and adults, which it belongs to this Department of course to encourage in every manner possible.

Among books of this class, which have made their appearance

\* By Kalidoss Moitra, and published by the Deys of Serampore.

† By Baboo Ramchundra Mittre (for the Vernacular Literature Committee.)

during the quarter, are the first part of a History of Great Britain and Ireland, works on the Steam Engine and the Electric Telegraph,\* and a translation of some of the "Percy Anecdotes."†

FROM MR. CHAPMAN'S REPORT FOR THE QUARTER ENDING  
OCTOBER 1855.

English Schools.                      during the quarter is the establishment  
New School at Dinapore.            of an English School at Dinapore, which  
already numbers from 130 to 140 boys  
on its register. This undertaking has been commenced by a  
Mr. Stumm, a native of Germany, who came to this country  
as a Missionary, but has now determined to devote himself  
to secular pursuits. He has acted very much under the  
guidance and with the assistance of Mr. Twentyman, the  
Head Master of the Patna Government School, whose zeal in the  
cause of Education I have already had occasion to mention to  
you. The energies of both gentlemen, and of the students who  
have assembled, have been much stimulated by the hope that the  
School might be made a Government Institution, and I have  
been induced to recommend that this course should be pursued  
towards it, in preference to supporting it by a Grant-in-Aid.

Proposed to be made a            My reason for so doing were *first*, the  
Government Institution.            absence of all capital or income, properly  
speaking, belonging to the School to form  
an equivalent to the Government contribution, and *secondly*, the  
improbability of the success, at present, of such a private English  
School in Behar, where a main object of all students of the  
English language is the hope of securing Government counte-  
nance an object which it will be difficult to persuade them that  
they can attain in a private Institution. The boys at Dinapore  
already pay a fee of Rupees 1 and 2 each, and the School is con-  
ducted exactly on the plan of a Government Institution.

5. But the establishment of this School is the only encourag-  
ing feature in the history of English Edu-  
cation during the quarter. The atten-  
dance at the Patna Schools has decreased largely, and the num-  
bers at Arrah, Monghyr and Purneah have suffered a slight dimi-  
nution.

Falling off in the atten-  
dance at the English School.

nution. One cause for their general state of stagnation is to be found in the constant holidays already referred to. Many parents withdraw their children (I hope and am assured only temporarily) rather than pay the schooling fees for a period of so much interruption. The remedy for this evil is under consideration, but it is dangerous to apply any coercive measure at present, the Schools having so slight a hold upon the affections of the people. The determination of Government, no longer to require from candidates for Government employ and Plederships a knowledge of the English language, has already deprived

Holidays.

Decision of Government against requiring a knowledge of English from candidates for Government employ and Pledership.

ed of much of its force one of the most potent of the motives which induce people to pay attention to our tongue. If practically carried out and *believed*, it will rapidly empty our English Schools in this part of the country. For myself, I do not dispute the justice and even expediency of the decision, provided that it be clearly understood to apply only to the language. If the meaning be, that henceforward knowledge in the native sense of the word only is to be required at the Examinations, and Western science and knowledge are to be no longer a necessity, I think we have thrown away almost the only lever we might have hoped to use with effect against the prevalent ignorance of the country.

6. The special sudden decrease in the attendance at the Patna

Cause of the decrease in the attendance at the Patna School.

Schools is easily accounted for. The fees of a very large number of boys at both Institutions have been, for some time, paid by a Charitable Society, composed of the European and Native gentry at Patna, and owing its origin to the praiseworthy exertions of Mr. Twentyman. Partly at my instigation, the Society has now determined to exact from each boy benefitting by its operation, one-fourth of the fee paid, or 4 annas. The natural result of the first introduction of this modification was the withdrawal of many of the poorer students. A large

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proportion, we hope, have only absented themselves experimentally, in the expectation that they will be able to coerce the Society into granting them their full former advantages, and I trust that, on re-commencing regular work after the holidays, the Schools may gradually re-attain their former numbers. To enable us, however, to permit this an increase of Masters *must* be granted to the Branch School, the present tuitional staff being quite inadequate to teach so many boys as are even now in attendance.

Increase of Masters required at the Patna Branch School.

able us, however, to permit this an increase of Masters *must* be granted to the Branch School, the present tuitional staff

being quite inadequate to teach so many boys as are even now in attendance.

7. The Bhaugulpore and Gya Schools are still the most satisfactory and solidly flourishing in my

Flourishing state of the Schools at Gya and Bhaugulpore.

Division. The former, especially, has kept up its full numbers hitherto, notwithstanding the unsettlement caused by the Santhal disturbances and the removal of the School to a most inconvenient and distant locality, consequent upon the appropriation of the proper School-house to military exigencies. This inconvenience will, I trust, cease at an early date.

9. The average number on the registers of all the Government English Schools for the quarter is 1,040\* boys; at private Institutions, including the new Dinapore School, 400; giving a total of 1,440 boys studying English in the Province.

10. I visited, during the quarter, the English Schools at Patna, Monghyr and Bhaugulpore, and had reason to be pleased with the energy and industry of the respective Masters.

Schools visited during the quarter.

12. My subordinates have continued engaged throughout the

Popular Education.

My subordinates.

quarter upon duties similar to those described in my last Report, and have generally given satisfaction. It has occasionally required considerable stimulus to

\* Including the School for Hill-boys at Bhaugulpore not noticed in my last Report.

keep them up to their work, but it is not easy, during the rainy season, to distinguish from a distance between forced inactivity and mere idleness.

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13. I cannot yet report that we have made any apparent progress in gaining the sympathies of the Teachers generally. Suspicion is still so rife, that the mere arrival of my notice in a village, offering a reward to any Teacher who will make use of our books, has been, in many instances, actually sufficient to make the parties shut up their Schools, while in others their employers have summarily ejected them. Surely it is a problem to solve how to deal with such people! But even where such suspicions do not exist, or where they have been overcome, the Teachers would as yet infinitely prefer to hear nothing of us and our proffered advantage. They anticipate, at the best, only trouble from the innovation. Even where a Teacher has been selected to conduct a Model School upon a salary nearly the double of his former income, he is still, not unfrequently, only half willing. "Hitherto," he says, "I have taught what I liked, and no one has asked me any questions. Now I shall have to learn books, and show that I know something."

14. The reception of my subordinates by the people generally continues tolerably satisfactory, though Religious suspicions of the people. they report to me that it is often impossible to persuade the people that the sole object of Government is not a proselytizing one. I have already said, that I believe it to be out of our power altogether to get rid of this feeling. The opposition arising from it is however becoming less active, and will probably disappear as the people are gradually able to perceive the advantages of our system of Education.

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15. The sale of books continues encouraging, 2,489 volumes were sold during the quarter of the value of Rupees 588-5-9, and 401 volumes lent

Sale of books.

to the Village Teachers. Altogether, 600 more volumes were issued than were circulated in the preceding quarter. Book agents have been appointed at Monghyr, Bhaugulpore and Chuprah, but except at the last-mentioned place, their operations have not been successful. The enhancement of the price does not appear generally to have diminished sales. As might be expected, these books are bought at present almost exclusively by men of some rank in society; they have not yet begun to leaven the masses.

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18. It remains for me to notice, as desired by you, the assistance which is given to the cause of Education by the Local Committees in my Division, and by any other bodies or individuals. As to the Local Committees, I can report but little zeal or energy. I believe I should be not far wrong, if I said that there is not an individual Officer throughout Behar who does not grudge the time and labour that falls to his share as member of those bodies, and the feeling is everywhere strong that their constitution ought to be modified. Even those Officers who are the greatest friends to Education individually lose all heart or care when sitting in Committee. On the other hand, from almost every individual Officer with whom I have come into contact, I have received every countenance and encouragement. Our Zillah Officers have none of them influence compared to that exercised by a Magistrate and Collector in the Western Provinces, but what assistance they can give me is always freely and liberally bestowed.

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FROM THE REPORT OF MR. ROBINSON, INSPECTOR OF SCHOOLS, ASSAM AND NORTH BENGAL, FOR THE QUARTER ENDING OCTOBER 1855.

4. It gives me great pleasure however to be able to state, that I have found the three Assistants I have in Assam useful auxiliaries, and anxious to do all in their power to extend the

benefits of Education amongst their countrymen. The people we have to deal with, however, are exceedingly ignorant and superstitious, so that every effort made by us for the dissemination of instruction appears to them with a dubious aspect. I would not however be understood to mean, that learning is of no repute in the Province, or that there is not a growing desire for instruction. The efforts that have hitherto been made in Assam, though feeble, because made under the greatest disadvantages, have had the effect at least of instructing several hundred youths in the arts of reading and writing; and the advantage even this very elementary knowledge has given those who possess it, has led to our Schools being viewed with some degree of complacency. We cannot however expect that instruction can be duly appreciated till its design and tendency be fully known, and this must be the work of time.

5. More Schools are wanted, in order that the benefits of Education may be more generally diffused, but it would be unreasonable to expect that the Government can provide adequate means for supplying the gigantic deficiency; and were it otherwise, it would be objectionable to let the burden rest on the Government, because it would tend to produce an unhealthy state of feeling on the subject of Education. As far as circumstances have permitted, therefore, endeavours have been made, both by myself and my Assistants, to encourage the establishment of indigenous or self-supporting Schools; but the season has been inimical to the carrying out of the plans I had laid down. I hope, however, before the close of the cold weather, to be able to report more favorably on this section of my duties. It is worthy of remark, that in no case have we met with any direct opposition from the people. The Sub-Inspectors have been everywhere well received, but the stolid indifference we have to contend with is perhaps more formidable than any open opposition would be. In some places we have been told that there was no advantage to be derived from the establishment of Schools that the people could not spare their children from their agricul-

tural labors, that in short they were content to live and die in ignorance as their fathers had done before them. The plea of poverty, indeed, has been urged in almost every instance, and in such cases it has frequently been followed by a request that the Government should bear the expense of maintaining the School, the people on their part engaging to send their children for instruction; but we have also had promises, and these not a few, that as soon as the harvest shall have been brought in, and the children can be spared, that the people would combine together and maintain Teachers, provided they could get the necessary books. How far these promises may be depended upon remains yet to be seen. In some few instances, I am happy to state, they have already been fulfilled, and fourteen of such Schools have been visited by the Sub-Inspectors and reported of very favorably. I fear, however, that many of those the people will establish will have but an ephemeral existence. Wherever Schools have been set up in the Province, instruction has hitherto been conveyed gratuitously (learning being in the opinion of the people above all price,) and it is much to be feared that they will not long continue the practice of supporting their own Teachers unless the Schools are brought under the fosterage of Government.

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12. The Government Schools in Assam have all been visited by the Sub-Inspectors during the quarter, and some of them as often as four or five times. When the Scholars were backward and the Teachers inefficient, the Sub-Inspector, has, at my request, spent six or eight days together in one School, carefully superintending the daily operations, instructing the Teacher in his duty, and introducing improvements in the system of tuition. On such occasions the neighbouring villages were also visited, and conversations held with the people with the view of getting them more deeply interested in the efforts made by Government for their improvement. Having myself during this period travelled through the Province, and personally witnessed



the mode in which my Assistants conduct their duties, I feel persuaded that we may reasonably anticipate very favorable results from the system now adopted. One important desideratum, however, is a supply of suitable class-books, and until these are procurable, our progress must necessarily be slow.

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19. The English Schools in my Division, together with the Government Vernacular Schools in Bograh and Mymensing, continue to be well attended, and I have no remarks of any importance to make regarding them.

20. The Schools established by the Rev. Mr. Lewis for the benefit of the Khassias, and those opened in Assam for the Kacharis by the Rev. Mr. Hesselmeyer, all of which are in receipt of Grants-in-Aid from Government, are in as efficient a state as circumstances at present admit of. These Reverend Gentlemen have had many difficulties to overcome, and many yet remain for them to grapple with, but they have won the good-will of the people, and they only need time to render their Schools the sources of inestimable blessings to those to whose moral and intellectual improvement they have devoted their lives.

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FROM MR. WOODROW'S REPORT FOR THE QUARTER ENDING  
OCTOBER 1855.

THE subject which received my chief attention during this quarter has been the improvement of the Gooroomohashoy Schools. I believe that, without the assistance of this vast body of Teachers, no truly national system can be undertaken. These are the Indigenous Schools of the people. The boys are already here collected, and their parents are satisfied with the instruction given. Among a people so wedded to custom as the Bengalees, it seems to me injudicious to ignore their long-established system of Education.

9. It is frequently asserted in Calcutta, that these Gooroomohashoy Schools are below the level at which an Institution fit to be called a School can exist, that they have been and will continue to be the same, and therefore that attempts to improve them are useless—in short that they are irretrievably bad. That the Schools are bad I allow, but has an attempt been made to improve them?—and till such an attempt be made, is it justifiable to call them irretrievably bad?

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There is not much difficulty in estimating the present state of their Schools. Reading, or what is properly called reading, is very seldom taught. The boys may be able to pronounce fluently the words of a Bengali book, but they are never taught to consider the sense; they say that they can read, but the so-called reading is perfectly distinct from understanding what they read. The two are independent operations, and proficiency in the one is considered meritorious without reference to the other. I have often asked how it is that persons under these circumstances ever learn to read, and understand. The invariable answer is “When they grow up they think of what they say, but how should boys think?” Intelligent reading, being thus ignored, Grammar of course is not attended to; Geography, History, Science and even Bengalee composition are omitted. Writing copies, long Multiplication Tables, and the application of them to zemindary and commercial accounts, is the highest limit attained. The Gooroomohashoys frequently cannot themselves read so as to understand, and are profoundly ignorant of grammar and other rudiments of knowledge. They would never attempt to learn for the sake of increasing their stock of knowledge, and of course cannot impart what they do not themselves know. What then is their use, and how can they give aid in Education? I would employ them as Masters are sometimes employed in English Schools for Writing and Cyphering, and would commit to Teachers paid by Government the other branches of instruction. The Gooroomohashoy should still keep his School,

collect his fees, and teach what he calls Reading, Writing and Arithmetic, but should leave to others the duties which he is himself unable to discharge.

10. In my letter to your address, No. 59, dated 9th August 1855, I entered at great length into this subject, and was empowered by your letter No. 1474, of the 12th September, to institute experimentally eight circles of from 3 to 6 Schools in each circle. Before starting on my official tour in October, I had arranged five out of the eight circles, *viz.*, at Behala, Tallygunge, Seinthee, Baranagore and Ariadah. In all the Schools of these circles, the first thing has been to teach reading, not with the lips only, but with the understanding also.

11. The details of the scheme of instruction for the "circles" have been arranged with the view of occupying the boys fully during the intervals between the Teachers' visits, and hence written exercises have been substituted as much as possible for oral instruction.

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13. The following, with a few modifications, is the plan laid down in the letter alluded to of August 9th.

I recommended that in the large villages and the more densely populated parts of each Zillah, where the Patshalas are not far distant from each other, the Gooroomohashoys be asked to admit a Government Teacher into their Schools. The Teacher will begin by classifying the boys, for at present no classes exist, and will then take the two highest divisions and instruct them in Reading, and eventually in Geography, History, higher Arithmetic and Surveying, but will leave Writing and low Arithmetic, the only subjects now taught in these Schools, to the Gooroomohashoys.

The Teacher may take from three to six Schools daily in succession. The Bongalis are so fond of writing, that without much trouble he may so arrange that the chief part of the day be occupied in correcting exercises and setting the work for the next visit. This plan is not a mere theory, but is practised success-

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fully by the Kishnaghur Missionaries, by Mr. Long and Mr. Sandys, and therefore I feel confidence in its practicability.

After completing the Readers, History, Geography and Arithmetic will be introduced. In History, a certain number of pages in the book selected (say Marshman's Bengal, by Ishur Chunder) will be prepared during the week, and an epitome of it carefully written out. This epitome will be an exercise in Grammar, Composition and in condensation of meaning, and will show that the portion has been carefully read. A few *visà voce* questions will clench the matter by showing that it is well remembered. In Arithmetic, the sums set one week will be shown up the next. The book in History may, if desired, serve as a continuation of the Readers. No style can be better than the Bengali Itihas. Geography and Surveying will occupy the rest of the day, and in these subjects questions to be answered in writing during the week may occasionally be given. The Gooroomohashoys during the week, whilst giving instruction for part of the day to these classes, will see that the work set by the Teacher be regularly done. In this manner I think that one superior Teacher may take from 3 to 6 Schools, according to their local situation. The Revd. Mr. Sandys had one Teacher who taught in seven Schools. The number of boys in each School will be at first about 30, but under the stimulus to Education given by the Notification of the 9th July, it will probably increase to 50 or more. I think that each Teacher will have from 100 to 200 boys in the circle of Schools which he visits, and the number under his immediate instruction will be about 16 in each School, or from 50 to 80 in all, say one quarter of the whole number as the average. The Gooroomohashoys will of course require some inducement to fall into the plans of Government, and to alter their own system, consecrated as it is by the sanction of centuries. This will be best given by an allowance of so much a head to them for boys of a certain standing. A small allowance will be sufficient, as the Bramins of Nuddea are found willing to admit Christian

Teachers to give religious instruction in their Patsbalas for a few annas a month.

If the scale of remuneration be so graduated as to give a total of Rupees 1-8 a month on the average, they will probably not only consent to admit superior Teachers, but will themselves study the books prescribed for their higher classes, and fit themselves for better appointments, or at any rate for increased allowances, by bringing up more boys to the standard.

I would give the Gooroomohashoys, in quarterly or half-yearly payments, three annas a month for every boy who knows

*Geography*—as far as proofs of the shape of the earth, the causes of day and night, and of the eclipses, and the chief cities and rivers.

*History*—Marshman's Bengal.

*Arithmetic*—as far as Proportion and Mental Calculation.

*Surveying*—as far as the survey of an irregular field, with the chain and off-set staff only, and plotting from the field-book.

*Composition*—as far as being able to write grammatically and correctly a given letter, or an epitome of some known subjects.

For every boy who is a little below this level, but had made some advance in the above subjects, two annas may be given, and for those who can write correctly at dictation, read and explain the text-books, and do easy sums in practice and reduction, one anna will be sufficient.

I think that there may be—

2	Boys of I. Grade, each at 3 annas,	0	6 annas.
4	„ of II. „ „	2	„ 0 8 „
10	„ of III. „ „	1	„ 0 10 „

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1 8

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A great difficulty will be experienced in getting boys to stay. The Gooroomohashoys doubtless will have a direct interest in keeping them, but parents will want to take them away as soon

as they can keep cows or assist in ploughing. Unless the most deserving boys have an inducement to remain, they will of course leave, for their parents must pay 4 or 6 annas a month for substitutes. I would therefore reward the boys to the same amount as is given to the Gooroomohashoy, and if not objectionable, on the same scale. In Zillah English Schools the rewards to the boys are

Four Scholarships, at Rs. 8 per mensem, Rs. 32

Prizes, at „ 7 ..... „ 7

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39

Instead of rewards equal to nearly Rupees 40, I propose to give about one Rupee and a half, just one-thirtieth part of the amount, and I consider the requirements to be attained at this price certainly worth the money. The expense of the scheme will be for each circle of three to six Schools, say five Schools on the average,

Salary of the Teacher for the Circle, ..... Rs. 15 0 0

Allowance to each Gooroo- } 1 8 0  
 mohashoy, ..... }

Ditto each set of boys, ..... 1 8 0

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3 0 0 for 5 Schools, Rs. 15 0 0

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Instruction and rewards to five Schools monthly, Rs. 30 0 0

„ „ „ „ annually, „ 360 0 0

On the allowance of five Schools, of 50 boys in each, the yearly charge to Government will be Rupees 1-8 for each boy; but at first, as the Schools will not probably be so large, the yearly cost will be about Rupees 2 for each boy, and as now, the Gooroomohashoyas will have all the fees. The present Government Vernacular Schools average an attendance of 30 boys, at a monthly cost of Rupees 20 for the Pundit, the fees of the respective Schools being spent in repairs, School furniture, &c. These 30 boys are educated at a monthly cost of 10 annas

or 8 Rupees yearly. The Gooroomohashoy system can therefore be maintained at one-fourth of the cost of Government Vernacular Schools.

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FROM PUNDIT ESHWAR CHUNDER SURMA'S REPORT ON  
THE NORMAL SCHOOL, FROM ITS COMMENCEMENT TO  
THE 30TH NOVEMBER 1855.

It having been found, on an examination of candidates for Teacherships in the new Model Vernacular Schools, that very few among them could take charge of those Schools without a previous training, the necessity of a Normal School for training up Teachers was represented to the Director of Public Instruction, and the establishment of such an Institution having been approved by that Officer, the present Normal School was opened on the 6th July 1855, in anticipation of the sanction of Government, the duties of Teachers being temporarily performed by the Assistant Principal of the Sanscrit College and two Sub-Inspectors in the Vernacular Education Department.

2. On the sanction of Government being obtained, the School was formally opened on the 17th idem, with two Masters, one at Rupees 150 and the other at Rupees 50 per month. Baboo Okkhoycoomar Dutt was appointed Head Master and Pundit Madhusoodun Bachespati Second Master.

3. No separate building being available, the School was opened in the Sanscrit College premises; but as there are no spare rooms in that building which could be entirely devoted to the purposes of the Normal School, the School is open only in the mornings, when the pupils attend regularly every day, Sundays and authorized holidays excepted.

4. As nearly all the candidates for admission into the Normal School were men in hard circumstances, who could not afford to live in town without pecuniary assistance, the institution of 60 monthly stipends of Rupees 5 each in the Normal School was

recommended and also sanctioned by Government. The School was opened with 71 pupils, and the stipends were awarded to the 60 most deserving amongst them.

5. No candidates under the age of 17 years, or above 45 years, are eligible for admission. Those of the lower castes are excluded for the present.

6. The students are taught from the following books :—

Bodhoday, Nitibodh, Sacontalah, Kadambery, Charupath, and Bahyabastoo, and receive lectures on Geography, Natural Philosophy, and Natural History.

7. Examinations are held monthly, and pupils who are found inattentive are dismissed. Those who have made creditable progress in the books and subjects aforesaid are selected for Teacher-ships.

8. In the Examination held in August 10 pupils were passed, in September 15 and in November 13. There was no Examination in October, in consequence of the numerous Hindoo holidays in that month.

9. Of the passed students, 29 have been appointed to the Model Schools, and the remaining (9) placed at the disposal of the Inspector of Schools, South Bengal, at his request, for employment by him in the aided and Indigenous Schools.

10. The test for admission at the commencement was a fair knowledge of the Vernacular, which was ascertained by the candidates's reading the Nitibodh with fluency and correctness, and explaining passages therefrom with tolerable accuracy; but this test, having subsequently been found too low, has lately been raised, and a familiar acquaintance with the following books is now required as a necessary qualification :—

Nitibodha, Sacontalah, Betal Pancha Binsati, Introduction to Sanscrit Grammar.

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FROM MR. PRATT'S REPORT FOR THE QUARTER  
ENDING JANUARY 1856.

3. The general nature of my own work and that of my subordinates in each of the four Districts named in the margin, has been as follows :—*First*, the diffusion throughout every thannah, town, and village, of information regard-

Hooghly.  
Nuddea.  
Burdwan.  
Banccoorah.

ing the educational measures of Government, their importance to the people at large, and the terms upon which they may be made use of ; *Secondly*, the consideration of the description of School required by the circumstances of each place in which the desire for improved means of Education is expressed. *Thirdly*, the examination of candidates for Vernacular and English Teacher-ships in the new Schools established by the aid of Government, with a view to the selection of the most qualified ; and *Fourthly*, the inspection of existing Schools, with the view of suggesting and carrying out improvements, both in particular cases and in the general system of Education at present pursued.

4. I must, however, observe that only two of the Districts named above, were provided with a Sub-Inspector during the whole of the quarter under notice : for I was unable to obtain a competent Sub-Inspector for Banccoorah before the middle of January, and during half of that month there was no Sub-Inspector in Nuddea, in consequence of the Officer appointed there in September last, having resigned his duties.

5. The number of Educational Institutions (Colleges and Schools of all kinds) visited by myself and my subordinates during the quarter has been about 220, and the number of miles travelled by myself 710.

6. These operations have been attended with the following results as regards the number of Grants-in-aid for which applications have been forwarded to you with my recommendation for sanction. There were several other applications which, under

the terms of the Rules or on other grounds, could not be forwarded.

Hooghly, applications for 3 Anglo-Vernacular Schools, and for 13 Vernacular Schools.

Nuddea,	1	"	"	7	"	"
Burdwan,	1	"	"	3	"	"
Total,.....		5 A-V. Schools.		23 V. Schools.		

7. In the case of applications for Anglo-Vernacular Schools, I have insisted on the conditions that a lower fee than 6 annas shall not be levied in any of the classes, and that an establishment be entertained, which shall be able to bring the pupils at least as far as the 2nd class of a *Zillah* School, the latter being taken as the "model" for all Anglo-Vernacular Schools. Moreover, whenever an application is made for a School of this class, I endeavour to persuade the inhabitants to establish, in connection with it, a purely Vernacular School for the poorer classes. In this way the general desire for English Education among the middle classes is made instrumental in obtaining cheap Schools for the lower classes.

8. In the case of the Vernacular Schools, the conditions insisted on, in addition to those required by the Rules, are that such an amount shall be raised by fees or subscriptions in addition to the grant, that the total shall be sufficient for the entertainment of at least two Teachers, one of whom shall receive not less than Rupees 15 per month, and that the course of instruction which I have laid down for such Schools, shall be adopted.

9. I insist upon the further condition that only such Teachers shall be appointed as I may find, after careful examination, to be fully qualified. In a large number of cases, the managers of the new Schools ask me to find the Teachers; and for the purpose therefore of obtaining a sufficient supply of competent men, I, from time to time, invite candidates by Notification to come and undergo a regular Examination by printed and oral questions.

10. This plan affords the means of obtaining a tolerably good supply of English Teachers; but I continue to experience the

difficulty mentioned in my last Report of finding qualified Teachers for the improved class of *Vernacular* Schools, which it is our great object to establish. Out of scores of candidates calling themselves Pundits, I have not found a dozen possessing a really sound knowledge of the Vernacular language, to say nothing of other subjects.

\* \* \* \* \*

29. During the quarter under notice, a complete set of Rules for the guidance of the Teachers of the aided Vernacular Schools in this Division, has been carefully prepared and printed in the Vernacular. These Rules have reference not only to matters of organization and discipline, but to the mode of instruction to be followed: and I trust that the efficiency of the Schools may be materially promoted by their adoption. I have made the continuance of the Grants conditional on their due observance. I shall be glad to furnish a copy to any person interested in Vernacular Education, and I shall be most thankful for any suggestions on the subject of the management of such Schools which I may receive in return. Under this head, I may further mention that for the information of candidates for Vernacular Teacherships, and the public generally, lists of the books and subjects prescribed for the aided Schools, have been printed and largely distributed.

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During the quarter, I have visited the English Schools at English Schools and Burdwan\* and Bancóorah, and the College at Kishnaghur, besides other private English Schools of a more elementary character.

40. As regards the Maha Rajah's School at Burdwan, complaints had reached me in respect to its efficiency, there being too apparent desire on the part of several members of the Native community, that it should again be placed under Government

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\* The Rajah's School and the Missionary School.

management. I was therefore agreeably surprised to find the School in a very satisfactory condition, and I can attribute these reports to nothing else, but the want of confidence the Native community always appear to have for every thing not managed directly by Government Officers. One of the principal members of the Rajah's household, and the gentleman\* who introduced the training system into the Jonye School, takes constant interest in this School, and by his advice they are endeavouring to introduce Mr. Stow's system in the junior classes.

41. Of the Bancoorah Government School, I am able to give a very favorable account. The Head Master appears to me to be a most efficient Officer. To this cause, and the active and continued interest in the affairs of the School taken by the Local Committee (more especially Dr. Cheek and Mr. Pierce Taylor), may be attributed the popularity of the School, which has induced the public to come forward with the liberal donations which have enabled the Committee to make the School-house the commodious and handsome building which it is at present.

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FROM MR. CHAPMAN'S REPORT FOR THE QUARTER ENDING JANUARY 1856.

2. LITTLE of special interest has occurred during the three months. My own time has been occupied very much in visiting several of the Districts of my Division, ascertaining personally the character of my subordinates and the quality of their work, supplying whatever was necessary in the way of advice and explanation, and communicating with the influential inhabitants of each District and with the local Government Officials. My Sub-Inspectors have been engaged principally in establishing the Model Schools sanctioned in their Districts.

General Character of Operations.

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\* Babu Presumnocoomar Ghose.

3. The English Schools remain in *statu quo*; the average numbers on the registers of the Government Institutions, during the quarter being 1,077, on those of private establishments about 370, giving a total of 1,447. There has been no great increase or decrease of numbers, excepting at the Monghyr School, where the attendance has risen during the quarter from 66 to 97. This may, perhaps, be attributed to the addition of a Persian Teacher to the establishment of the School; but I am not yet possessed of the Committee's opinion.

4. I visited, during the Quarter, the Schools at Chuprah, Patna, Bhaugulpore, Monghyr, and Purneah. Of the Patna Schools I have always to speak favorably, the Masters there have to contend against many discouragements, it being most difficult to secure any regularity in the numbers or the attendance, and the people generally being peculiarly apathetic upon the subject of English education. Still I trust that their patience and perseverance will finally be rewarded. Of this I am quite convinced that if the Patna Schools do not succeed under their present Masters, they will not succeed at present at all.

5. Experience leads me daily to conclude more and more certainly that a large proportion of those who send boys to our Schools, do so only in the hope of securing the favor of the Zillah Officials. One Judge makes a point of inquiring how many of his Amlah and of the vakeels of the Court send their children to the station School; the School is attended by the sons of all the Amlahs and Pleaders. A successor comes who has a conscientious objection to using his influence in so direct a manner, and the children are immediately withdrawn. Not always, however, is even such direct influence effectual. A Collector of my acquaintance, who questioned all the employes of his Office upon the point, was met by the assertion that they were, one and all, childless.

English Schools. General condition.

English Schools visited.

Patna Masters.

Effects of Official influence.

6. My visit to the Chuprah School was ill-timed, the boys not having re-assembled after the long vacation; the School is in a satisfactory condition. Of the Bhaugulpore and Monghyr Schools, I have nothing particular to report.

7. The Purneah School I found almost disorganized; only one Master being present and very few boys. The boys that were present passed an exceedingly poor examination. This wretched state of the School is owing to the late prevalence of mortal sickness at Purneah, numbers of the boys having gone away either sick or in fear of sickness, and the Masters having made their escape for the same reason. The climate seems to be peculiarly fatal to Bengalis, and it is, I am told, with the greatest difficulty that even writers can be procured in the Zillah Offices. It is not to be wondered at that our School Masters are inferior. Another drawback to the Purneah School is its distance from the town, an evil, that I was informed, cannot be remedied even in building the new School-house, as no suitable site can be obtained in the vicinity of the city.

8. A Grant of Company's Rupees 200 monthly has been made by Government during the quarter in aid of the funds of the School at Dinapore, mentioned in para. 4th of my last Report, for an experimental period of six months. I have visited this School during the three months, and consider it to be in a very healthy and flourishing condition. Mr. Stamm is a first-rate Teacher, and he is well assisted.

9. My Sub-Inspectors, in the course of their tours, have visited, during the quarter, 2,883 villages, travelling a total distance of 2,814 coss. In the course of these journeys 672 Teachers have been visited, 163 of whom have accepted the loan of our books, with the intention of competing for the proffered rewards. The number of Teachers met with is rather less than during the preceding

Purneah School.

Grant to the Dinapore School.

Vernacular Education.

Detail of Quarter's operation.

quarters, but this must be looked upon as accidental, and is no proof of a diminution of industry on the part of my subordinates, who have worked, for the most part, hard and well. I have been able personally to check the work of the Officers in the Districts of Sarun, Patna, Bhaugulpore, and Monghyr, with

Character of my Subordinate. more or less particularity, during the quarter. Of the first grade Sub-In-

spectors in those Districts I have reason to be particularly pleased with the exertions of Moulavee Sadakat Hossein in the District of Sarun, and Pundit Mahendranarayan Roy in that of Monghyr. I esteem myself fortunate to have secured the services of both these Officers, and I trust that you will authorise me to encourage them by some mark of your approbation.

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13. I am now able to confirm by my own experience, the existence of the strongest prejudices against the educational measures, on the part of the people: prejudices that are only strengthened by any attempt to reason against them. "How are we to believe," said one set of villagers to me, "that Government will not interfere with our religion, when we see the Missionaries who are paid by them?" and from this ground I could not drive them. After they had gone, I remarked, that it would be easy for them to satisfy themselves from the Collectorate Treasury that Government had no connection with the Missionaries. "Oh," was the answer, "every body believes that their salary comes in notes from England!"

14. I am now satisfied that it is unwise to attempt to argue with people who attribute such a course to the most ignoble motives; believing that it is adopted only because the Government fear to pursue the straight-forward plan of compelling attention to their wishes. In many instances they positively argue thus: "If Government only mean what it professes to mean by these new-fangled notions, why is it necessary to carry them out

The voluntary system.

by currying favor with the people?" concluding that something must be intended which we are afraid to attempt openly. Such notions are so exactly in accordance with the general ideas of the Natives of this country, that they find ready acceptance among them; the consequence is that while a command would be obeyed, if not with intelligent assent, at any rate, as a decree of fate, our *advice* is despised, and rarely followed. Besides, as I have often explained, the people in their present intellectual condition, are utterly incapable of appreciating such advice, even supposing they could be made to understand that it is disinterested.

While therefore keeping up the theory of eliciting voluntary effort, I find it to be the most effectual and satisfactory course, in practice, to take for my starting point, and to allow my subordinates to do the same, that it is the *order* of Government that people should now educate their children, and that the people ought to be satisfied that Government would not command that which is not good for them. Having laid down this principle, we then proceed to prove, by every argument at our command, that, in so doing, the Government has no intention whatever to interfere with the religion of its subjects.

16. I have been strengthened in my belief that the mode of proceeding described in the preceding paragraph is that which promises the most speedy success; by the fact that Mr. H. S. Reid arrived at the same conclusion in the N. W. Provinces, after a much more lengthened and full experience than I have had. If we can induce attention to Education by any means, experience will soon enable the people to appreciate our present motives.

Experience in the N.  
W. P.

proceeding described in the preceding paragraph is that which promises the most speedy success; by the fact that Mr. H.

S. Reid arrived at the same conclusion in the N. W. Provinces, after a much more lengthened and full experience than I have had. If we can induce attention to Education by any means, experience will soon enable the people to appreciate our present motives.

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17. The two main objects to which the attention of the Sub-Inspectors is directed in their tours are, *first*, to induce the existing Teachers to introduce

Progress.



our books into their Schools, and to adopt an improved method of tuition ; and *secondly*, to induce the people to establish, at any rate *some* kind of School, where none previously exists. In both

Reward System.

of these objects some progress has now been made. The first Examination of the pupils of indigenous Teachers under the sanctioned system of rewards took place towards the close of the quarter, in the District of Monghyr, when 19 Teachers presented themselves, and the boys of their Schools, amounting to 266, were examined. The sum of Company's Rupees 32-12 was distributed in rewards to the Teachers, and 139 volumes of useful books were given away among the children. In strict justice, neither Masters nor boys were entitled to receive rewards ; but our present object, in this, as in every other department of our work, is to gain the confidence of the people, and induce them to co-operate with us in our measures. It will be easy, by degrees, subsequently, to introduce as strict plans as may seem fitting. The effect, in this instance, of the distribution of rewards is described to me as very satisfactory : the Teachers having readily agreed to teach our books, on our own plan, in future. I consider that the reward system promises well in the District of Monghyr.

18. With regard to the second object, several Zemindars have already established Vernacular Schools, principally in the Chuprah District. I had the pleasure of an interview with the

Assistance from Zemindars.

Maharajah of Hutwa in that Zillah, in the early part of November, and endeavoured to press upon him the importance of assisting the Government in its measures. Shortly afterwards, upon my Sub-Inspector having again occasion to visit Hutwa, the Rajah sent for him, and informed him that he would establish Schools in any places that he (the Sub-Inspector) could select throughout his extensive zemindaries. As this is the first indication of the concurrence of any of the great landlords in our scheme, the success of which must ultimately depend, in a great measure,

Maharajah of Hutwa.

upon their hearty co-operation, I think it would be politic to give all possible importance to so gratifying a precedent, even to the extent of obtaining for the Rajah a letter of encouragement direct from Government.

19. I regret to say that the sale of books during the quarter, has been the reverse of satisfactory, only 1,750 volumes having been disposed of by

Books sold.

sale, and 497 by loan, or as rewards. The value of the latter was Company's Rupees 58-15-6, while the sum realized by sale was, in round numbers, Company's Rupees 435. The diminution has

Discouragement.

taken place mainly in the Districts of Patna, Bhaugulpore, and Behar. In the Patna District, as I have already reported, nothing succeeds, and, I fear, nothing will succeed under the present Sub-Inspector. In Behar the deterioration may be attributed to the substitution of an inexperienced Officer for one who had become somewhat acquainted with his duties. In Bhaugulpore I am at a loss to give any reason for the diminution, unless it be to be found in the fact remarked at the conclusion of the 15th para. of my last Report, viz., that the purchase of books is as yet confined to a very limited class of society. This retrogression in the sale of books assumes a still more discouraging appearance, when we consider that many new and popular works have been procured from the North-Western Provinces during the quarter, so that the expenditure of Government has positively increased considerably. In the Districts of Sarun and Shahabad, there has been a satisfactory increase of sales, and in Monghyr there has been no diminution of consequence. The sales in the District of Sarun are always 25 per cent. above those in any other District.

Twenty-eight of the 72 sanctioned Model Schools were established before the conclusion of the quarter under review, and on the 31st Ja-

Model Schools.

nuary their Registers contained the names of 609 boys. Our attention is now being directed principally to the improvement of the Teachers, and I have adopted the following plan

with regard to the Schools that we may establish in the future. The Master being selected upon the principles already reported to you, will be required to attend either upon the Sub-Inspector, or, whenever he may be directed, to study, until he be reported capable of undertaking the charge of a School. Meanwhile one of the supernumerary Teachers, of whom there are generally two or three in a District, who are preparing themselves in the hope of obtaining a situation, will take charge of the School. By this means, it is hoped that the improvement of the Master may be secured without sacrificing the School which he may have headed previously to his selection. Since the termination of the quar-

Supernumerary Teachers. ter moreover, the appointment of two superior supernumerary Teachers in each

District has been sanctioned at my instance. The duty of these men will be, in the first instance, to move from Model School to Model School, organising and improving each in turn,—subsequently they will do the same for the Indigenous Schools. Teachers, who are being prepared to take charge of Model Schools, will ordinarily accompany one or other of these Pundits. In this way they will have all the advantages of a Normal School in addition to those of direct tuition.

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FROM MR. WOODROW'S REPORT FOR THE QUARTER ENDING  
JANUARY 1856.

9. The Zillah Schools in the Districts through which I have hitherto travelled, are well conducted ; yet all show that systematic instruction in the art of teaching is necessary. Some Teachers are better than others, but teaching as an art has been studied by none. The fault of almost universal occurrence is a want of activity and animation. This is due partly to the nature of the country, but still more to an absence of information on the best means of awakening and sustaining the interest of the Class in the subject of its lessons. At

my request Local Committees have written to procure books on the subject, such as Dunn, Stow, Sullivan, the School-master, &c. I have also informed the Teachers that after allowing them a reasonable time to read any one of these books that they may be able to procure, I shall, on my return, examine them.

10. It is also a subject of regret that Teachers having once obtained an appointment, lay aside their College reading without taking up any other in its stead. I have pointed out this omission, and hope to find that they will keep up, if they do not increase, the amount of information which they then possessed.

There exists also a great ignorance on passing events. Their idea of Europe, as it is, is generally derived from Addison and Goldsmith, but the change in manners and customs during the last century is quite unknown to them. To remedy this defect, the Local Committees have agreed with me in ordering the *Illustrated London News* for the use of Teachers and pupils.

11. A Vernacular Library established at Dacca in October, through the public spirit of Mr. Forbes of the Dacca Bank, a Member of the Local Committee, speedily numbered 54 Members, each paying 4 annas a month. At Furreedpore the proposal for a Library was made in December, by the Sub-Inspector, Moulavee Allahabad Khan, and being supported by the Magistrate, contributions to the extent of nearly 400 Rupees were collected, and arrangements made for purchasing Vernacular works. At Burrisaul the Principal Sudder Ameen has kindly undertaken to promote the establishment of a Library. At Jessore, Pubna, Tipperah, and Noakhally, the subject has been brought forward, but without satisfactory results at present.

12. The depôts for books established by the School Book Society, are all in operation in the Zillahs of East Bengal, but with the exception of the Agency at Dacca, have done little as yet to promote the distribution of the Society's publications in the Mofussil. The Sub-Inspectors have been directed to carry books for sale with

them on their tours, and when requisite, advances to the amount of 20 Rupees have been made to enable them to purchase a small stock. The Teachers of the Gooromohashoy circles have all supplied the Schools under their care with books, and 799 copies of the Seeshushekya, &c., have thus been disposed of.

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13. I have found no difficulty, but on the contrary, much pleasure in co-operating with the Local Committees. In some Schools the Examinations have been very carefully conducted, and generally the Committee Meetings have been held regularly, but the duty is considered irksome.

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The Sub-Inspectors are incessantly travelling, but in the Eastern Districts there are but few Schools to inspect, even of the Gooromohashoys. Their duty now is to induce the principal inhabitants to establish Schools, and in this they have met with some success—near Calcutta there are many Schools, and Babu Jujut Chunder Banerjee has done his duty well. During the past three months he has visited on the average 24 different Schools, and travelled 389 miles monthly. The next successful Sub-Inspector has been Moulavee Allahabad Khan.

I have visited during the quarter the following places for the purpose of establishing Grant-in-aid Schools.

*In Dacca*,—Naraingunge, Moonsheegunge, Rajanugger, Lojun, Colleepara, and the Pogose School at Dacca Station.

*In Furreedpore*,—The Vernacular School at the Station.

*In Pubna*,—Koomerkhallee and the Vernacular School at the Station.

*In Jessore*,—Naral, Magoorah, and Sibramapore.

*In Baraset*,—Hallyshuhur Koomerhatta.

*In the 24-Pergunnahs*,—The Roman Catholic Orphanage at Entally. The Schools at Belghoria, Syedpore, Baranogore, Bhowanipore, and Barripore.

FROM MR. ROBINSON'S REPORT FOR THE QUARTER  
ENDING JANUARY 1856.

DURING the period under review, several applications have been made to me for Grants-in-aid, but in most instances they were for Schools that had but lately been opened, or had yet to be established. In every case, too, I felt anxious to gain more detailed information than had been furnished by the applicants regarding the prospects of the Schools and the amount of local contributions which the managers would guarantee towards their permanent support. References had therefore to be made to various parties, which has caused considerable delay, and has hitherto prevented my submitting these applications for your consideration. In connection with each of these Schools, I beg to add that I have sought to form a Local Committee of Management, composed of the principal native inhabitants, both with the view of fostering a practice of combination for purposes of mutual benefit, as well as to inspire the people with a sense of personal importance, and so inducing them to take a personal interest in the success of the institution under their charge. I have reason to hope that these Committees will soon be formed, and that I shall shortly be able to report more satisfactorily on the subject.

The small indigenous Village Schools in Assam, I am happy to state, are gradually becoming more numerous, and most of them have now been supplied with School-books, though these latter are not exactly of the description I should wish them to be. A few of these Schools bid fair to have a permanent existence, and the pupils attending them are making satisfactory progress. The Teachers however are, for the most part, very incompetent men, and are scarcely able to do more than to instruct their pupils in writing and the simple rules of Arithmetic. But it seems advisable that the work should be carried on even with these imperfect tools, rather than that it should be deferred till more efficient men can be introduced into the field. I hope, by and by, to be able to prevail on some of them to spend a few months of the year in attendance at the Normal School, when I have little

doubt they will gain many new ideas that will prove of great advantage to them in the discharge of their duties, and as the Normal School itself advances, a number of properly trained young men will be available for the establishment of a better order of Village Schools throughout the province.

Since the date of my last Report, the Anglo-Vernacular School at Gowhattee has been raised to the status of the Zillah Schools in Bengal, and this alteration in its internal management has already had a most beneficial effect on the institution; the number of pupils attending it having been doubled within the last two months.

The people in the neighbourhood of Seeksagur in Upper Assam are extremely anxious that like advantages should be extended to them, and as soon as an efficient Master can be procured, the School at that station also will be placed on the same footing, with a result that I expect will be still more satisfactory.

The other English Schools in my division, I am happy to state, are advancing very favorably.

During the Quarter, the district of Mymensing has been taken up, a Sub-Inspector having been appointed to it on the 1st of January last. He is now engaged in travelling through the District, and his reports hitherto have been very favorable regarding the interest evinced by the people for the instruction of their children. Efforts are being made for the establishment of Schools, which I trust will in time prove successful.

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In Sylhet nothing has been done during the quarter under review for the promotion of Vernacular Education, but a Sub-Inspector has since been appointed, and I hope, in my next report, to be able to furnish an account of our labors in that quarter. My report on the English School at the station was submitted to you only a few days ago, and any further reference to it at present will be unnecessary. I took occasion at the same time to report on two very flourishing Anglo-Vernacular Schools in the station of Sylhet, under the superintendence of

the Reverend Mr. Pryse, which, together with the Government School, afford a superior English Education to upwards of 350 boys.

On leaving Sylhet I proceeded to Cherra Poonjee on the Khasia Hills, and visited the Schools under the superintendence of the Reverend Mr. Lewis, of which there are nine for boys and one for girls. The winter months being the busy time of the year for the people on the hills, and the services of the children in all out-door occupations too valuable to their parents to admit of their being able to attend School regularly at such a time,—the aggregate daily attendance of these Schools was not more than 170. During the rains, however, the attendance is much larger. The desire of acquiring a knowledge of letters is now spreading so rapidly under the influence of these Schools, that there are several young men and women residing in the neighbourhood, who receive private instruction, and after a day of labor and fatigue spent in their usual avocations, sit together in the evenings to learn what they can from those who attend the Schools during the day. Many villages in the interior have also applied to have Schools established amongst them, but the want of Teachers prevents a compliance with their solicitations. To meet this deficiency, I have had the honor to recommend an additional Grant-in-aid to Mr. Lewis, for the support of a few youths of both sexes to be trained as Teachers, and when these are qualified to enter on their duties, the progress of Education will doubtless be more rapid and extend more generally. The Khasias are just beginning to awaken to a consciousness of the value of Education, and under the zealous exertions of the Reverend Mr. Lewis, so liberally aided as they are by the Government, there is every reason to expect that this people, whose temporal condition has already been so much improved by their connection with the British Government, will also benefit both morally and intellectually.

The Schools for the Kacharis in Central Assam, under the superintendence of the Reverend Mr. Hesselmeier, have been



visited by the Sub-Inspector and reported on favorably. There are but three Schools at present in operation, with an aggregate daily attendance of 83 pupils, and these were first opened in February last year. Mr. Hesselmeyer writes to say that he hopes, before the end of the present quarter, to be able to open three more Schools in localities where the people have expressed an earnest desire to have their children taught.

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The Sub-Inspectors have all attended to their duties satisfactorily, but hitherto with very little apparent success. We have many difficulties of no ordinary kind to contend with, and meet with much to disappoint and discourage us. On the whole, however, I believe the work is progressing, though it may be with slow and stealthy steps.

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FROM PUNDIT ESHWAR CHUNDER SURMA'S REPORT FOR  
THE QUARTER ENDING JANUARY 1856.

2. EIGHTEEN, out of the twenty Model Schools sanctioned by Government for the Districts of Nuddea, Burdwan, Hooghly and Midnapore, were established during the Quarter ending 31st October 1855. The remaining two Schools have been opened in the quarter under review ; so that each of those districts has now its full complement of five Schools.

3. The total number of pupils receiving instruction in the Model Schools amounts to 2,738.

4. Considering the short period for which the Schools have been opened, the progress made by the pupils of those among them which were established at the commencement of our operations in September last is very creditable. The first classes in them read the Nitibodh, Animal Biography (School Book Society's) and Arithmetic. One School is entitled to particular notice, *viz.*, that at Mohespore, in Nuddea. The progress of the pupils of this institution far exceeds the progress made by the students

of any other School. They have finished the Nitibodh, Charupat, Part I., a portion of Part II. and Jebuncharita.

5. The pupils in general are remarkable for their zeal and pay great attention to their studies. Of this I have great pleasure in mentioning one particular instance. While on my late tour of inspection, I examined the pupils of the Model School at Jow-gong, and to please them wanted to give them a holiday; but I was agreeably surprized to find that they expressed great unwillingness to avail themselves of it, saying that the holiday would be an unnecessary interruption in their lessons.

6. The inhabitants of nearly all the villages, where the Schools have been established, take a lively interest in them. The elders frequently visit the Schools and sit for hours together, hearing the boys read and explain their lessons, and appear greatly pleased with the mode of tuition, the new class-books, the orderly arrangement of the boys in their respective classes, &c. I cannot here pass over an instance of the sincere pleasure which an old gentleman of Gopalnaggur, in Midnapore, expressed, while listening to the reading of a boy in the School there. After attentively listening for some time, he burst into an exclamation expressive of the superiority of our system over that in use in the Patsallahs under Gooroomohasoys, and anticipating the most beneficial results from the former, actually shed tears of joy.

7. This state of things certainly augurs well for the future prosperity of the Model Schools.

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14. During the Quarter the Bengali translation of Select Fables from James's Fables of Æsop has been completed and printed. Treatises on Geography, Arithmetic and Elements of Natural Philosophy are in the press. The translation of Rasselas is complete, and will soon be sent to the press. The works in History, Astronomy, Biography, &c., are in course of active preparation.

15. The Normal School continues to open in the Sanskrit College Rooms, between the hours of 7 and 9½ in the mornings.

The progress of the pupils has been satisfactory. Fifteen have received appointments during the Quarter, four in the Model Schools and eleven in the Vernacular aided Schools. The School is well attended; the number of pupils amounts to 93.

16. The Sub-Inspectors under me have been busily engaged in inspecting the Schools in their respective Districts. They have given me great satisfaction by their diligence, zeal, and attention to their duties.

FROM MR. PRATT'S REPORT FOR THE QUARTER ENDING  
APRIL 1856.

2. DURING the quarter, I have visited the Berhampore and Kishnaghur Colleges, the Zillah Schools at Midnapore, Howrah, Hooghly (Branch School), and Soory, and the private Anglo-Vernacular Schools at Bishenpore, (Zillah Bancoorah), Nugwan and Tumlook, (Zillah Midnapore), Jonye and Saurafolly, (Zillah Hooghly), and the Nizamut School at Moorshedabad.

3. In both my last Reports, I have stated my views as to the existing state of Education in Schools of this class and recommended several measures with a view to an improved method of instruction.

The measures to which I attach most importance are *first*, a change in the present system under which our pupils are tempted to resort to super-human efforts at "cramming" at the end of the term, instead of the continuous and steady exertions throughout the term; and *secondly*, such a modification of our present Examinations as shall make success depend as much upon the exercise of the thinking and reasoning faculties as upon that of mere memory.

4. This latter object is kept steadily in view in the junior classes of the Jonye Training School, but the distance of that place from Calcutta

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or any large station of easy access deprives Educationists of the opportunity of watching the progress of the system constantly and systematically, and of suggesting improvements in the mode of working the experiment; while the low scale of remuneration to the Teachers has caused constant changes in the establishment, so that each new incumbent has of course had to learn the peculiarities of the system before he could teach it.

\* \* \* \*

6. Whether the "Training System" be introduced or not, too much praise cannot be given to the public-spirited gentlemen of the Jonye School Committee who, in spite of every difficulty and disadvantage, have so long persevered in carrying on this important experiment. Not only do Babus Thacoor Dass Chuckerbutty, Prosunno Coomar Mookerjee, and the other members of the Committee deserve special mention, but also Babu Ram Narain Mookerjee, a Zemindar of that place, who has subscribed most liberally towards the erection of the handsome new School-house which has recently been completed.

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7. I have seen nothing during the quarter to make me doubt the accuracy of the statement made in my last Report that the pupils of these Schools are but seldom able to express themselves in good and intelligible English. I was more especially struck with the fact in the case of the Midnapore and Hooghly Schools. The Teacher of the Third Class in the former School (Harran Chunder Chatterjee) deserves credit for having introduced weekly discussions in his class. He gives the boys a subject and makes them all take a share in the debate. It is to this fact, perhaps, that, with reference to their age and standing, they showed much more intelligence than the boys of the First Class, of whose Examination I am unable to give a favorable account.

8. The Head-master had, previous to my visit, turned his attention to the defect above-mentioned and gave me a memoran-

dum on the subject in which he quotes the extract given at foot\* from one of the N. W. P. Reports. Babu Raj Narain Bose strongly recommends the preparation of a good book of "Phrases," a knowledge of which he thinks it very difficult for Native lads to acquire at present. It appears to me that this would be better done by the introduction of amusing and popular literature according to the plan described in my first Report. The "discussion" plan is an admirable one and should be carried out in the higher classes of every School; an hour and-a-half or two hours might be devoted to this exercise every Saturday afternoon; and if the members of the Local Committees would occasionally attend the discussions, it would be a great stimulus.

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12. I hope to see gymnastic exercises and games regularly introduced and carried out at all the Schools. Captain Beadle has kindly undertaken to supervise the erection of a Five's Court in the Midnapore School for which a subscription has been raised; and I hope that the same thing will be done elsewhere.

On visiting the Nizamut School at Moorshedabad, I was glad to find that two of the Teachers† were Nizamut stipendiaries who have laudably preferred this active and useful employment to spending their days in sloth and idleness. I hope that this School will obtain such a position in respect to the progress of the pupils as may be fairly expected from so large and well-paid an establishment.

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\* His Honor also attaches much importance to the practice of causing the pupils to converse with each other freely in English on ordinary subjects at frequent fixed intervals, in the presence of their Teachers, and as a part of the regular course of instruction, when mistakes would be pointed out and better forms of expression suggested. It is by such practice only that fluency and accuracy in the conversational use of a language can be imparted.

Report on Public Instruction, N. W. P., for 1853-54, Appendix, p. lviiii.

† Mirza Hemayut Ali and Syud Maiyodeen.

15. In several of the Government Schools which I visited; I found the classes encumbered by the presence of big boys who had begun School at too late an age to make any progress, and whose instruction takes up an undue proportion of the Teacher's time. The Rules restricting admission to boys of a certain age have been disregarded, and should, I think, be enforced. This was especially the case at Soory. It will

Beerbhoom School. require much energy on the part of Mr. Gregory, the Head-master, and much care on the part of the Local Committee, to restore that School to its proper degree of efficiency, after the long interruption caused by the Sonthal outbreak.

17. I cannot close this part of my Report without making favorable mention of Jadoonath Addy the Fourth Master of the Howrah School, whose mode of managing his class, arousing their attention, and conveying instruction, is such as I do not often see. He would in time make an admirable trainer, I think.

18. During the quarter, I recommended Grants-in-aid for the improvement or establishment of eight private Anglo-Vernacular Schools, viz. :—

3 in Hooghly.

2 in Nuddea.

2 in Midnapore.

1 in Bancoorah.

I have now under my control nineteen aided Anglo-Vernacular Schools, viz. :—

14 in Hooghly.

1 in Nuddea.

4 in Burdwan.

20. The improved Vernacular Schools for which I have solicited Grants during the quarter, are as follows :—

In the Hooghly District 7.

„ Nuddea District 5.

In the Burdwan District 6.  
 „ Bancoorah District 6.  
 „ Midnapore District 2.

—  
 Total,..... 26

I have now under my control fifty-one aided Vernacular Schools, viz. :—

29 in Hooghly.

5 in Nuddea.

9 in Burdwan.

7 in Bancoorah.

1 in Midnapore.

21. The places from which these applications have been received of course form but a very small proportion of the total number of places where the inhabitants have been solicited to avail themselves of the Grants. Perhaps it would be premature as yet to come to the conclusion that it will be impossible to provide improved Schools under the present system at places where the population is comparatively scant or indifferent to Education ; and this important question will be discussed with more advantage in the separate and special Report, on this subject, which has been called for.

22. There was an enthusiastic meeting held at Soory during my visit, principally by the efforts of New Vernacular School at Soory. Beni Madhub Shome, the Principal Sudder Ameen, for the purpose of setting on foot a good Vernacular School at the sudder Station. The talented gentleman,\* who accompanies me on my tours in the capacity of Pundit, and who by his learning and eloquence is able to exercise considerable influence over the upper classes of Native society, was also greatly instrumental, on this occasion as well as on others, in arousing the inhabitants of the town to a sense of the importance of establishing a Vernacular School and Library.

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\* Kali Doss Moitra, of Serampore.

23. The list given in a preceding paragraph of Grants-in-aid recommended for Vernacular Schools will show how little has been effected in Midnapore; and I fear that we shall attain no better success in Moorsshedabad, where the absence of all provision for Education until lately, has been such that even the Omlah of the Courts are nearly all Natives of other Districts. My Baancoorah Sub-Inspector reports that in that District there are several places where Rupees 30 a month might be raised for subscriptions and fees together, if we will establish Anglo-Vernacular Schools of a very elementary kind such as I have hitherto refused to encourage for reasons stated at length in my first Report. But if the only condition upon which the inhabitants of a place will establish a Vernacular School is that elementary instruction in English shall also be given, I think we should relax our rule. The Sub-Inspectors of these three Districts report an utter absence of any desire for improved Vernacular Education, and persons of wealth and influence withhold all aid. I have had printed in Bengali an urgent appeal to the Zemindars and others, pointing out the motives of Government in adopting these educational measures and the advantages which all classes would derive from the spread of Education, supported by texts from the Sanscrit. Some good may possibly result.

24. I have found it impossible to find Teachers for these new Schools who are now competent to teach the full course of instruction prescribed, but they are all appointed on the understanding that they are to submit to periodical Examinations for the purpose of testing their progress in acquiring the necessary qualifications. At all events, one point is secured. None are appointed who are not competent to teach Writing and Reading accurately. The small proportion of even professed Pundits who on Examination prove able to do this is extraordinary.



25. At the end of the quarter, I received sanction to the adoption of three measures which will ultimately have an important effect upon our efforts to provide for the Education of the people, *viz.*, the establishment of a superior Normal School, the assignment of Scholarships to Vernacular Schools, and the establishment of a popular newspaper for circulation in the interior.

I am glad also to have had a few stipendiary appointments in the Bengali Class of the Medical College to offer to the Government and aided Vernacular Schools, but I hope the number allotted to this Division will next year be increased from eight to twenty-four so as to give at least two to each District.

26. The truth of the remark made in a previous Report that the failure of the Government Vernacular Schools was probably owing to the little care exercised in the selection of Masters has been amply confirmed. In three out of five of these Schools,\* the Pundits were wholly unfit for the communication of the most elementary knowledge of the Vernacular, while in a fourth, the Pundit was very little better. I have replaced them by more qualified persons and appointed in each School an Assistant who is to be paid from the schooling fees.

27. The best of these five Schools is that at Kandee, and it is provided with maps, benches, and desks; the gift of Rajah Protap Chunder Singh who occasionally resides at Kandee. He is erecting a spacious building there with a view to the establishment of an Anglo-Vernacular School.

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29. I am on the whole satisfied with the manner in which the Sub-Inspectors† of my Division have discharged their difficult and

\* Bishenpore and Sonamooky, (in zillah Bancoorah), Sydahad and Kandee, (in zillah Moorshedabad), and Hatimpore, (in Beerbhoom.)

† Sub-Inspectors Protabnarain Singh, Hooghly; Ramlall Mitter, Nuddea; Sreeputtty Mookerjee, Burdwan; Bromomohun Mullick, Bancoorah; Woomachurn Halder, Midnapore; Kalee Prosunno Banerjee, Moorshedabad.

laborious duties. Protabnarain Singh and Bromomohun Mullick have distinguished themselves alike by their intelligence and by their energy. The number of Schools visited and the distance travelled by these two Officers are greatly in excess of what the other Sub-Inspectors have done; while their Reports on the Schools and the state of Education in their Districts have been more frequent and more useful than those of the other Sub-Inspectors.

30. I was not able to obtain the services of an efficient Officer for the Moorshedabad District until the end of April. I have met with the same difficulty in the case of Rajshye. I wished that, if possible, the Sub-Inspector of each District should be a Native of that District, for the sake of the greater influence he would thus possess, and because the Natives of Bengal are never happy while away from their homes, nor can be so long as they feel unable to bring their families with them.

31. During my visits at Soory and Bancoorah, attempts which I hope may prove successful were made to set on foot a public library at each of those stations.

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FROM MR. WOODBROW'S REPORT FOR THE QUARTER ENDING  
APRIL 1856.

2. THE District of East Bengal is of such vast extent, that a simple statement of the regions included in it, will best show why extended operations in some parts have not yet commenced.

Extent of the District of  
East Bengal.

At the end of the quarter under review, the City of Calcutta was added to the Inspectorship, so that the area and population of the District were as represented in the accompanying Table :—

## DISTRICT OF THE INSPECTOR OF EAST BENGAL.

		Area in Square Miles.	Popula- tion.	Remarks.
1	Calcutta .....	7	400,000	
2	24-Pergunnahs .....	3,000	{ 461,377	{ 485,827
3	Baraset .....			
4	Jessore .....	3,512	893,038	
5	Pubna .....	2,500	862,083	
6	Burrisaul .....	4,000	787,765	
7	Furreedpore .....	2,976	556,949	
8	Dacca .....	1,750	542,540	
9	Tipperah .....	4,862	1,371,260	
10	Noakhally .....			
11	Chittagong .....	6,000	949,000	
12	Akyab and Ramree .....	5,000	343,339	
		33,607	7,653,178	

A clearer conception of the extent of the District than figures can give may be obtained by a comparison of its size and population with the size and population of known countries at home. In both respects it is larger than Ireland. By the Census of 1851, Ireland had a population of 6,553,178 and an area of 31,874 square miles. In England the population is 18,000,000 and the area 57,960 square miles. In England, exclusive of Scotland, there are twenty-six Inspectors of Schools and nine Assistant Inspectors. The latter on the occurrence of vacancies are generally promoted to the higher grade. The salary of the Inspectors is £ 600 a year each. The District of each Inspector averages 514,000 persons and 1,656 square miles. An Inspector in Bengal has a District of 7,653,000 persons and 33,600 square miles. I mention these facts only to show that necessarily large portions of this vast District have not yet been touched. My chief attention has been devoted during the quarter to the 24-Pergunnahs and Baraset, a country of 3,000 square miles, and nearly a million inhabitants or nearly equal to Norfolk, Suffolk, and Essex all together.

3. But the extent, vast as it may be, is rendered ten times more vast by the difficulty of transit. In Difficulties in travelling.

England I have breakfasted one morning in the most retired valley of Merionethshire and the next at the most eastern part of Norfolk without fatigue or difficulty. It would be a very fortunate passage if I could go from Calcutta to Tipperah in twelve days. Chittagong and Arracan are far beyond and must be reached by Sea. Then again in my District between Jessore and Dacca there are no roads. During the rainy season the greatest part of the drainage of the valley of the Ganges finds its way to the Sea, over the low-lands of Jessore, Furreedpore, and Dacca. A pinnace may sail for weeks across the inundated country in much the same way, as a sloop in the Grecian Archipelago. Bridges are so easily burst and roads so easily washed away that across the tract of this mighty flood neither road nor bridges exist, except by some lucky accident.

When the rainy season is over, other and greater difficulties arise. There comes in October a time when there is too little water for a boat and too much mud for a man. The people then eagerly plough in the mud and water, and pay no more attention to the great Eastern road from Calcutta to Dacca, than if as is really the case, no such road existed. I refer to the country East of Jessore station; for between Calcutta and Jessore there is a road, though it is not metalled beyond Baraset, Dawk Bungalows or any accommodation for travellers do not exist. In February the Jessore and Pubna clods get baked by the sun into brickbats and are equally hard and unyielding. They much resemble frozen clods.

Jessore is the only place in this District where palankeen bearers can be procured. These men send out relays as far as Furreedpore on the East 60 miles; Tenidah on the North 30 miles; Khoolnea on the South 40 miles; and Baraset on the East 60 miles.

This mode of travelling (the most expeditious now possible is distressing alike to traveller and bearers. The poor men bruise

and cut their feet against the clods. A merciful man may be disposed to relieve their suffering by walking, when a very bad piece of ground lies in the way. He is then sure to be victimized. A "bura kharab rasta," will occur every hour. He will be kept walking day and night. Scorched by the sun and wetted by the dew, he will say, in the day time, would to God it were night, and in the night time, when he has lost his path, would to God it were day.

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4. The question of languages, which was found so difficult by the Sub-Committee of the University, Languages of the District. does not practically cause much inconvenience. Bengali is the current language, and the establishment of Bengali Schools is the great business of the Inspector.

Where, however, Mussulmans reside in great numbers, Bengali is in disrepute. A Mussulman gentleman performs his religious services in Arabic, writes in Persian, converses with equals in Urdu, and speaks to servants and women in Bengali.

The Hindoo is quite contented with Bengali and English, and but seldom aspires to study Sanscrit.

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In Arracan, where Burmese is the current language, the Government Anglo-Vernacular Schools at Akyab and Ramree are very inefficient; and Vernacular Schools have not yet been established.

So great is the demand in Pegu for educated Natives, acquainted with Burmese, that of the few competent men to be found not one will accept situations in these Schools.

The local Authorities complain loudly of the ignorance of the Masters in the Vernacular, and, consequently, of the boys in everything.

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5. I visit Dacca College as one of the Local Committee, and my opinion of the Institution has already been fully communicated to you. Dacca College.

I regret that the unfortunate results, which in the Examination of April 1855, deprived many students of their Scholarships, exercised a depressing effect throughout the year. The Masters laboured faithfully at their work, and though too few to do full justice to all the classes in the great variety of studies prescribed for the course, yet they labored more abundantly than others. Hooghly had as many classes but more Teachers. Kishnaghur and Berhampore had the same number of Teachers, but fewer classes. When we find Professors of the Presidency College complaining that the number of Professors is insufficient for the multiplicity of subjects, we ought to allow all honor to the two men who last year presided over the Dacca College.

6. The results of the present Examination must be gratifying. The remarkable equality of marks shows that great pains must have been taken with all. In Mathematics, Natural Philosophy, Physical Geography, and History, the average of their marks was higher in each subject than that of other Colleges. In Literature and Bengali there was a falling off from this high position, but *non omnia possumus omnes*. They have done well, and I trust that no Scholarship will lapse to Government for want of a holder.

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8. The Local Committee at Dacca have for many years been eminent for their liberality in the establishment of Prizes and Scholarships. The annual contribution has amounted to 8 or 900 Rupees and from this contribution many a poor lad has been enabled to complete his Education with credit to himself and his College.

\* \* \* \* \*

The result of my inspection of the Government Anglo-Vernacular Schools, is on the whole, favorable.

Superior Anglo-Vernacular Government Schools. The registers are generally neatly kept, the classes properly arranged, the School house well-built, and the boys of the First Class able to explain fairly their lessons. Much more attention has been given to the

hand-writing and a decided improvement in this respect has taken place during the last year and-a-half.

12. No private Anglo-Vernacular School in this District at all approximates to the standing of the Government Zillah Schools, perhaps in time Grants-in-aid Schools may rise to eminence, but at present when Zemindars give so little to the cause of Education, Grants-in-aid are necessarily small, salaries are low, and well-qualified Teachers unattainable. It is melancholy to see well-educated men spending thousands of Rupees on nautches and festivals yet grudging a hundred for Education. Till greater liberality is evinced, no well-qualified men will be content to serve in the Grant-in-aid Schools.

13. The Local Committees meet with greater or less regularity for the despatch of business, but seldom take any part in the purely educational details of management. Every proposal that I have seen fit to make, has been readily adopted, and no opposition has ever occurred.

16. Games are not attended to. It is unfortunately beneath the dignity of some of our Head-masters to attend to such trifling matters. They prefer to keep the boys hour after hour seated in the same place, expounding to them the beauties of Goldsmith or the mysteries of Algebra. The old proverb "all work and no play makes Jack a dull boy," does not seem to apply to Bengal. Boys sit still and work hard all the day and half the night too, and yet they are not dull boys. The practice however is bad. It stamps on the character a sedentary impress. The boy so trained will be fit for nothing but a writer. This unfortunately is almost his sole desire, so that he feels himself no loser. But Bengal, as a country, is a loser; Education should raise the character of the people, but while it fosters sedentary habits, the resources of the country will never be fully developed.

Zillah School Masters who do not struggle to counteract these defects do not fulfil their duties, whatever may be their scholastic attainments.

I have no hesitation in saying that the neglect of the physical training of their boys is so great an error that it ought to impair their claims for promotion.

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18. During the quarter under report, I had the honor to assist in conducting the Teachership Examination at the Presidency College.

The Teachership Examination.  
Forty-one candidates presented themselves for Examination of whom fourteen were passed for the Second Grade, seventeen for the Third Grade, and ten were rejected. The attendance was the largest that has ever been known. My colleagues and myself had to regret that the Examination in the art of teaching was not satisfactory. No one of all the candidates had studied the subject as an Art. Many Teachers of good natural parts, who had themselves been well taught in School, were able to manage and teach a class well, but they had not taught or read on the subject.

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The idea of instruction in common things has not yet penetrated to India, and our Schools and Colleges repudiate the knowledge. In the late Senior Scholarship Examination for all the Colleges of Bengal, there was not one student who knew accurately how the punkah produced the sensation of cold. Only a few could tell completely how a bubbling sound was caused in the hookah, or why moisture appeared on the outside of a glass filled with iced water. These questions, perhaps, are rather hard when discussed fully, but the answers evinced utter and complete ignorance of the causes of common occurrences. As a member of the Committee of Examiners for the Senior Scholarships, I feel bound to notice the defect. I attribute it to the entire absence of instruction on these subjects in our Zillah Schools.

Bengali boys have excessively keen sight and when once led to use it are capital observers. European Savans sometimes wonder why so little has been done by educated Hindoos in Indian researches, either historical or geographical. One solu-



tion of the question may be found in the fact that their Education repressed the love of inquiry and dulled the observant faculties. Bengal in mental acuteness may challenge the rest of India, but the physical stamina here is weak, and School life has done nothing to strengthen it. About twenty Native gentlemen take interest in the proceedings of the Asiatic and Agricultural Societies. There ought to be hundreds or rather purely Native Societies for these purposes should flourish and abound.

21. An attempt to correct this state of things must be made in our Schools but on the threshold we are met by the disinclination of the older Teachers; they despise such things, and though compulsion may change the outward phase, yet the inward bias remains the same. To the young Teachers we must look; and the necessary attention to the subject must be enforced on them before they begin to rise. I think that every Teacher ought to be able to give an interesting lesson on objects to a gallery class. This is the beginning and soon the habit of observation being cultivated we may proceed higher. Some Missionary Schools and the Joyni Training School do pay attention to this subject, but Government Schools have ignored its importance. The Training Institution should attend to common things.

22. Should the Supreme Government be pleased to sanction my application for a Vernacular Training School at Dacca, I hope to have one hundred teachers under training before the end of the year. The course will be three years, but to meet the present demands, the best students will be passed in a shorter period. The establishment will be the same as at Mr. Pratt's Training School, *viz.*, Rupees 300 for the Head Master, and Rupees 70 for the Second Master.

23. The subject of training Teachers for Anglo-Vernacular Schools also occupied my attention but the proposed scheme cannot be fully carried out till the trained School Masters arrive from England.

24. The attention of the Department has lately been especially directed to the Pupil Teacher System which has been pursued so successfully at home. The Monitorial System which exists in some Schools is at present the nearest approach to the prescribed scheme. The Monitors at the Muzzilpore Government School are like Pupil Teachers except in the fact of their receiving no money from Government—the Pundit gives them lessons on condition of their helping him in the School. When History and Geography are taught in the Vernacular at our Zillah Schools, the Pupil Teacher System can be at once introduced. The present Pundits of Vernacular Schools do not themselves know enough to teach their boys thoroughly, but the best boys may still learn something from them out of School. As soon as they reach the depth of the Pundit's knowledge, they may be entered at the Zillah School, teach Arithmetic, History, Geography, and Bengali to the lower classes and receive from the higher Teachers further instruction. The Pundit (and there ought to be one in each Zillah School) would take them in pure Bengali Literature and in Sanscrit.

25. The present Masters of Anglo-Vernacular Schools are not qualified to write or speak Bengali like learned Pundits, but they write and speak like Native gentlemen; and to suppose that they cannot communicate instruction to a lad in their mother tongue seems to me violently improbable. They have not forgotten Bengali, every day of their lives they talk that language with their families. A learned Pundit from Nuddea or the Sanscrit College would find some fault with the expressions used in ordinary conversation by a Native gentleman, but he would perfectly understand him.

Our Masters of Anglo-Vernacular Schools are educated men and generally of high caste, gentlemen by birth, though, perhaps, at first rather poor. They speak Bengali as well, or better, than nine-tenths of their countrymen. I cannot therefore agree with Mr. Pratt in thinking that they are not "qualified to teach

Arithmetic, Geography, History, &c., through the medium of Bengali."

As soon as History and Geography are taught in the Vernacular at our Zillah Schools, I should propose to introduce the Pupil Teacher System.

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29. About the middle of the quarter, the original sum allowed for Grant-in-aid Schools was all assigned and an application was made to the Supreme Government for a further Grant. On the 1st of May applications for twenty-one Anglo-Vernacular Schools were pending in my District. The total amount of these Grants was 588 Rupees monthly.

30. The Teachership Examination is not only important for the supply of well-qualified Teachers to the Government Schools but also as a check on the appointment of Teachers in Grant-in-aid Schools. I have already perceived indication of the working of the system and view in it much that is hopeful and much that is liable to abuse. A son of a family, of a respectable caste, is fairly educated in a Government or Missionary School. He cannot readily get a situation, and as the expression is "he sits at home without work" and is supported by his friends. Not feeling comfortable in this dependent state, he prevails on his friends to make an application for a Grant-in-aid for an Anglo-Vernacular School. They agree to subscribe Rupees 25, Government gives an equal amount—and the fees are about Rupees 15. Thus an income of Rupees 65 is raised. He gets himself appointed as Head-master on Rupees 40; and some other dependent of the family as Second-master on Rupees 20, and leaves the rest for contingencies. The family give Rupees 25 but receive back Rupees 60. If these small Schools are carefully watched and none but qualified Teachers are admitted, this private advantage will tend to public good, and Schools will be established where otherwise there would be none. If however the Teacher thus appointed be inefficient, then he must be dismissed or the Grant

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stopped. I look on these Teachership Examinations as a great check to any abuse which may thus arise, for the Inspector may insist on the Teacher passing the required test.

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32. The Schools which have received Grants-in-aid are all flourishing. As these Schools are much decried by those who do not consider the full bearings of the case, and who think every Rupee spent in Grant-in-aid Anglo-Vernacular Schools so much loss to the State, I beg to state the reasons why I support them. It will be shown further on, that the Education of the masses has not been neglected but that more is given to them than to the richer classes. When the latter appreciate the value of Education, then no aid from Government will be necessary, but until they do, it would be a serious evil to refuse the aid required.

33. The Returns of the Government Schools and the Reports of the Commissioners sent out in 1853-54 to inspect the different Zillahs of Bengal prove the fact that the children of Zemindars do not attend Government Schools, except in very rare cases. For example, Mr. Currie gives the following statement concerning the classes who have attended the Rajshahye School since its first institution :—

Zemindars and Talookdars . . . . .	5
Omlahs, Vakeels, &c. . . . .	319
Farmers, &c. . . . .	42
Shop-keepers . . . . .	32
Unknown . . . . .	78

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only five sons of Zemindars and Talookdars to three hundred and nine Law Officers! The reasons for this astounding disproportion are easily assigned. Law Officers discern the signs of the times and educate their children well; they live also in the

station and can easily send the boys every day to School. Zemindars are not so alive to the future interests of their children, They like to have them near the family residence and can hardly be persuaded to send them far away to Zillah stations. The children consequently stay at home learning with other little boys what they like, or what they can, from the ignorant Gooroomahoshoy who serves, perhaps, for only 4 Rupees a month. At length after the boy is married, the fact of his ignorance dawns on his father's mind, but the knowledge is now too late. The age for admission to the School is passed; and the ignorant boy will grow up to the ignorant man, and, perhaps, for forty years to come, may do nothing for Education. But Zemindars have great influence, and, if once enlisted in the work, would do more than Government to benefit the country.

The family probably wish for a Grant-in-aid Anglo-Vernacular School in their village, that the heir, together with the children of friends and dependents, may receive instruction without leaving home. The School is a primary School. When the boy has advanced in his studies, as far as the middle classes of the English Zillah School, he may leave home and enter with credit into the higher School. It is not intended that he should finish his Education with a "smattering of English," but that he should, while a boy in the Zenana, lay the foundation on which he may subsequently build. I lay it down as a fact that Zemindars' children will not be permitted to leave home at a tender age, and to meet this national feeling I recommend primary Schools, which take the form of Anglo-Vernacular Grant-in-aid Schools.

34. In these Schools the Bengali language is taught and sound instruction given. The arrangement of the course of study is frequently left to me. In these cases I direct that instruction in History, Geography, general Knowledge, Arithmetic, &c., be given in Bengali, and that English be taught solely as a language. In the First Class Arithmetic is studied with English figures, but the difficulties of the rules and processes are mastered in the Vernacular before the First Class is attained.

35. The School at Koomarhatta is an excellent illustration of what good may be done by a rich Native gentleman when his heart is warm in the cause of Education. This School is chiefly supported by Babu Muthoornath Koondoo. A Grant-in-aid has been applied for, and will, I hope, be sanctioned. Gentlemen who have established private Schools are anxious to make them Grant-in-aid Schools for the advantage of Government inspection. Such inspection will be readily given to private Schools if invited by the supporters.

36. The six Government Vernacular Schools remain in the same state as in former quarters. The Vernacular Schools. Schools at Muzzilpore, Bora Jagoulia, and Chota Jagoulia, are very flourishing, that at Rajpore is satisfactory, and those at Sibrampore and Monerampore, unsatisfactory.

The number of Grant-in-aid Vernacular Schools is small, and only fifteen applications have been received.

37. On the 28th of December, the Supreme Government sanctioned a Grant of Rupees 1,500 for the improvement of the Indigenous Schools of the 24-Pergunnahs, Baraset, Jessore, and Dacca.

The principal features of the plan are set forth in my narrative for the quarter ending 31st October, as I commenced to work it at my own risk three months before the assent of Government was given.

38. These Indigenous Schools are almost below the level of Schools, and it was expected that the Plan for their improvement. Teachers would never consent to alter their system or raise their standard. The fact however of clever boys bringing them a direct pecuniary advantage has modified their aversion to change. There are three grades of proficiency but only ten Schools have at present attained the lowest grade, and this only in the case of two or three boys in each School. Great progress is however being made. The prize to the Gooromohashoy is

3 annas every quarter for every boy in Grade I.

6 annas every quarter for every boy in Grade II.

9 annas every quarter for every boy in Grade III.

39. The acquirements for Grade I. are to read, and explain the Sheshushekyā, Nos. III. and IV., to point out countries in Asia, and the principal towns of India; to work sums in the first four rules of Arithmetic and to write at dictation with tolerable correctness.

A Pundit on Rupees 15 a month takes a circle of three Schools and visits every School twice in the week.

40. It seems contrary to European notions, that boys should be taught to write and cypher before they learn to read, and that Reading should be an accomplishment perfectly distinct from that of understanding what is read; yet such, unhappily for Bengal, is the fact. I append a list of Schools in which the attempt to break down the consecrated custom of centuries, and introduce intelligent reading is being made with every prospect of success. It will be seen that there are in the 24-Pergunnahs and Baraset thirty-seven circles containing one hundred-and-nine Schools under improved instruction and numbering 4,683 children.

The books sold have been 3,248. Before the Pundits commenced their work the number of books was only 53.

41. In eight of these village circles, girls not only attend, but are making, some progress. In the  
 Female Education. Sura Circle, under Pundit Mathoornath Surma, thirteen girls are under instruction. In the Sookchur Circle, eleven girls.

42. The usual objection urged against female instruction is, that if girls are educated they will soon  
 Objections to female Education. be widows. A more mischievous falsehood could not have been devised. It is almost incredible that educated gentlemen should believe in such an absurd story, but the fact is undeniable. Even if they do not believe in it, they act on it, and the incarceration of woman's intellect remains the same.

43. Five Sub-Inspectors were at work during the quarter in the Districts of the 24-Pergunnahs, Pubna, Dacca, Furreedpore, and Burrisaul. Sub-Inspectors. The Sub-Inspector of Dacca, Babu Dinnobundoo Mullick, has himself supported a small Native Female School at Lallbaj in Dacca, and exerted himself to raise a superior Native Female School in the neighbourhood of the Bengali Bazar. His labors have been successful.

44. The Sub-Inspector of the 24-Pergunnahs has been promoted to the higher grade of Inspector as a mark of approbation for his unwearied diligence and great success in the establishment of Schools. The proceedings of the Sub-Inspectors will form the subject of a separate communication.

45. Libraries have been established at Furreedpore and Burrisaul and the Sub-Inspectors have all of them sold books. Libraries.

46. Being engaged during the chief part of the quarter in Office work, I have no fresh information to give on the effect of the Government Notification of July 1855, the countenance shown by official persons to the cause of Education, the appointments bestowed, and the liberality of Zemindars and private persons.

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FROM MR. ROBINSON'S REPORT FOR THE QUARTER ENDING  
APRIL 1856.

2. Most of the Anglo-Vernacular Schools in this Division have, comparatively speaking, been but recently established, and it is yet too early to expect from them any very important results. The oldest of these is the one at Sylhet which was established in 1840.

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There were, on the 30th of April, 164 names on the books, with daily attendance of 130. The several Teachers employed in the School have, I believe, conducted their duties satisfactorily, and the members of the Local Committee have, without exception, continu-



ed to evince the lively interest they have always felt in the prosperity of the Institution. This is the only Anglo-Vernacular School in the Division that I have not personally inspected during the quarter under report.

3. The Mymensing School was established at the close of 1853, and the number of applications for admission since then clearly indicate that the Institution is highly appreciated by the Native community in the neighbourhood. It now numbers 184 pupils, with an average daily attendance of 164. The sum realized from schooling fees during the past Session amounted to Rupees 1,836-9-0, being an increase of Rupees 517-9-0 above the collections of the preceding year.

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Including the two Supernumerary Classes, there are at present 246 boys receiving instruction in English in connection with the Mymensing School. The advancement made by the pupils generally has also been satisfactory.

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The highest credit is due to the zealous exertions of the Headmaster, Babu Bhugwan Chunder Bose, who, in addition to a well-cultivated mind, possesses an admirable talent for communicating knowledge, combined with unwearied patience and an ardent zeal for his profession. It gives me great pleasure to be able to add, that in all his efforts to promote the welfare of the School, he has had the ready and cheerful assistance of the members of the Local Committee, who have been more than ordinarily zealous in the fostering care they have bestowed on this infant Institution.

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4. At the same time that the English School was opened at Mymensing, one was also established at Bograh School. Bograh, but situated in a locality where the people have yet to appreciate the value of Education, this School has not attained to the prosperity recorded of its sister Institution; yet, with due regard to all the circumstances of its position, the School appears to be in a flourishing condition,

and promises fair to be a blessing to the people in the neighbourhood. There are at present 91 pupils borne on the Rolls, with an average daily attendance of 72, each paying a tuition fee of 8 annas a month.

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Generally speaking the Teachers have endeavored to guard against their pupils going forward too fast, and the intelligence with which the boys, especially those of the two higher classes, read their lessons and answered the various questions put them on the subjects of their studies reflected great credit on their Instructors. The exertions of the Head-master, Babu Bhugobutty Churn Ghose, deserve particular commendation. The satisfactory progress made by the Senior Class under his immediate tuition, the general system of management in the School, and the order and regularity that prevail in it, are all to be attributed to his care and attention. The School I believe to be steadily rising in the estimation of the Native community, and it enjoys all the advantages that a zealous and active Committee can bestow on it.

5. The English School at Dinagepore was first established in January 1854, and at the close of the last quarter numbered 93 pupils, showing an increase of 27 above the number on the Rolls at the close of the previous quarter. All these pay a monthly schooling fee of 8 annas each. The attendance has been remarkably good during the quarter under review, which may in some measure be attributed to the Committee having strictly enforced the system of imposing fines on all absentees; but I believe it to be partly attributable also to an increased appreciation of the value of Education.

The Annual Examination of the School was held in March last whilst I was on a tour of inspection in the District, and I accordingly took part in it. The general result of the Examination I believe to have been particularly satisfactory. The Teachers have, without exception, been very attentive to their duties, and under their tuition the Scholars have made proportionate pro-

gress. The Head-master, Babu Dwarkanath Chuckerbutty, merits the highest commendation for the particular care he has bestowed on the pupils of the First Class. They had been only two years under tuition, but had already entered on the studies prescribed for the Junior Scholarship Standard. They were examined by me by means of written questions, and their answers evinced a remarkably correct knowledge of the subjects of their previous studies and bore ample testimony both to the ability of the Head-master and to the pains he must have taken to cause his pupils thoroughly to understand all he undertook to teach them.

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6. The Anglo-Vernacular School at Gowhatty was originally established at the close of 1835, but in Gowhatty School. 1844, the English Teachers were withdrawn and the Institution was reduced to the position of a purely Vernacular School, with but one English Class. In December last year, however, it was remodelled, and again placed on the footing of the Zillah Schools in Bengal. Since then there has not been sufficient time to show any very beneficial results from its present constitution, but the number of pupils attending it is gradually increasing, and it bids fair, in the course of time, to become a valuable instrument for the diffusion of Education in the Province. A Local Committee for the general supervision of the School was organized in February last, and the zeal with which the members have commenced on their duties augurs well for the future. The School now numbers 57 pupils, who pay a tuition fee varying from 4 to 8 annas each. A Vernacular Department, numbering 144 pupils, is also attached to this Institution, and will be noticed hereafter.

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-8. The Anglo-Vernacular Schools at Serajunge and Gowalpara, are the only two in this Division that receive a Grant-in-aid from Government. English Schools aided by Government.

9. That at Serajgunge was first opened as a private Institution in June 1854, and owes its existence to the active exertions of G. B. Barry, Esq., and the zealous co-operation of the other European Indigo Planters in the neighbourhood, who, besides contributing liberally to the support of the School, have in various other ways evinced the lively interest they feel in the spread of Education among the people around them. In March 1855, a Grant of 60 Rupees a month was made to this School by Government, in aid of the local contributions and a Committee appointed to preside over its management. The School was thus placed on a better footing and an improved system of Education introduced.

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10. The School at Gowalparah was originally established in February 1843 and maintained by the proceeds of an Endowment raised by the contributions of the Zemindars and placed under the management of the Collector of the District. The primary object of the Institution was to afford the means of a sound and useful Education through the medium of the Vernacular language, and in the attainment of this object it has hitherto been very successful. In October 1854, Captain Agnew, the Collector of the District, applied and obtained for it a Grant-in-aid from Government to the extent of Rupees 114 a month. This has enabled him to add an English Department to the School, under the superintendence of Mr. W. H. Brownlow, who is in every respect peculiarly well-qualified for the situation he holds. The studies of the scholars in this department are necessarily very elementary at present, but their progress hitherto has been satisfactory. There are at present 149 pupils receiving instruction at this School. Of this number 44 belong to the English and 105 to the Bengali Department.

11. Besides the Institutions noted above, which are supported wholly or in part by Government, there are a few other Schools in the Division maintained by private funds alone, and established for the pur-

Private English Schools.

pose of conveying instruction through the medium of the English language, and these I now proceed to notice.

12. The oldest of them is the School in the town of Rungpore which was established in 1832, and has since been maintained from the proceeds of an Endowment contributed by the Zemindars of the District. Rungpore School. It has been under the entire management of a Committee of Native members, who, under many peculiarly adverse circumstances, have steadily and perseveringly endeavored, to the best of their ability, to keep it up in a state of efficiency. It now numbers 152 pupils, with a very fair daily attendance. These are all engaged in the study both of English and Bengali, and 24 of them have lately entered on the study of Sanscrit also. The studies of the First Class just now comprise the subjects included in the Junior Scholarship Standard ; and the very creditable manner in which they passed the Examination held on my visit of inspection induces the belief that some of them at least will, by close application, be able to gain Scholarships at the close of the present Session. The fact of a certain number of Government Scholarships having been assigned for competition among students educated in private Schools has given a fresh impetus to the cause of English Education that has been powerfully felt in this Institution, and I believe is calculated to produce a most beneficial effect on its future prospects. Almost from the time of the first establishment of the School, however, it has labored under serious disadvantages from a constant succession of new Masters. The allowances the School funds are able to afford have not enabled the Committee to hold out inducements sufficient to retain the services of any qualified individual at the head of the establishment, and this, the Committee feel has been the chief cause in retarding the advancement of the School. This has of late been a source of great anxiety to them, as they have felt particularly anxious that their School should not be behind the other Zillah Schools in Bengal. They have accordingly petitioned for a Grant-in-aid to enable them

to place the School on a superior footing, and I trust that when this is sanctioned, they will be able to secure the services of a really efficient Teacher.

13. There are three other Anglo-Vernacular Schools in the District of Rungpore which have lately been established. These are yet in their infancy and the studies of the pupils are still very elementary.

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17. In the District of Mymensing, Anglo-Vernacular Schools have lately been established by the efforts of private individuals in the places noted in the margin. The instruction these Schools afford is very elementary at present, but under proper superintendence, and with a little fostering care, it is likely, they will, in time, be able to produce some very promising pupils.

18. In the town of Sylhet there are two very flourishing Anglo-Vernacular Schools under the superintendence of the Reverend Mr. Pryse, which, from reports received, appear to be making satisfactory progress. The one numbers 92 pupils and the other 96. The studies pursued in these Schools are much the same as those prescribed for the superior class of Government Institutions, and judging from the number of pupils attending them, they seem to be appreciated by the people.

19. The only other Anglo-Vernacular School I have to refer to is one that was opened on the 1st of April at Sonamunge, in the District of Sylhet, under the auspices of the Moonsiff and Darogah of that place. It had, at the end of the month, only 22 boys under instruction, but there is reason to expect that there will shortly be a large accession to their number. The proprietors have applied for a Grant-in-aid to the extent of 15 Rupees a month, which, when sanctioned, will enable them to add to the efficiency of the School.

<i>Schools.</i>	<i>No. of Pupils.</i>
Jamalpore	.. 38
Sherepore	.. 70
Hoybutnuggur	.. 46
Muktagacha	.. 12

Sylhet  
Schools.      Missionary

Sonamunge School.

21. Of the Normal School maintained at Gowhatty, I am happy to be able to report favorably. It now numbers 31 pupils on its rolls, and under the system of tuition at present pursued, I anticipate we shall be able gradually to raise up a class of better Teachers than any now procurable in the Province. It is however no easy task to convert the sorry materials now available, into really efficient instructors, such as we could wish to see.

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*Government Vernacular Schools.*

22. It is time I should now make a few remarks on the state of the Vernacular Schools in the circle of my inspection, and I shall begin with those maintained by Government in Assam, merely premising that the Rules lately issued for their better management are being carried into effect and promise to be productive of much good.

23. In the District of Luchhimpore, Upper Assam, there are at present six Vernacular Schools in operation with an aggregate attendance of 268 pupils. The School at the sudder station of Dibrooghur

<i>Schools.</i>	<i>No. of Pupils.</i>
Dibrooghur	86
Luchhimpore	50
Dowwakhana	31
Bordoloni	34
Tingakhat	31
Saikhowa	36
	<hr/> 268

imparts a superior degree of Education to any of the others in the District, and has had considerable care and attention bestowed on it by Captain Dalton, the Principal Assistant in charge of the District, who has also taken great pains to promote the diffusion of Education among all classes of the community. The other Schools are merely elementary, as most of the other Vernacular Schools in Assam are, the object sought for in their establishment being to teach the masses the simple art of reading and writing with the first principles of Arithmetic.

24. Out of the eleven Schools sanctioned for the District of Sibsaugor only eight are just now in operation. The attendance at these village Schools fluctuates very much, and it has often been found necessary for this reason, as well as from other local causes, to remove a School from one locality to another. The Schools at present in abeyance will, I hope, shortly be re-established, while those in operation have improved very much of late under the superintendence of the zealous Sub-Inspector of the District, and bid fair to become really useful and permanent Institutions.

Zillah Sibsaugor.

	<i>No. of Pupils.</i>
Sibsaugorsudder School	98
Golaghaut	61
Jorehaut	67
Deorgaong	32
Noa Kachari	45
Janjee	61
Nazera	70
Gurasua	15
	<hr/> 449

25. In the District of Nowgaong there are twelve Vernacular Schools, all in operation, and besides these there are included in the District two

Zillah Nowgaong.

	<i>No. of Pupils.</i>
Nowgaong Sudder School	123
Sootargaong	30
Jagee	40
Bhelgoori	35
Chotokonduli	43
Narikoli	51
Chomuagong	52
Khola	32
Koliabor	48
Ghaibebejia	43
Topakuchi	57
Hatirgaong	55
Two Schools in Northern Kachar	13
	<hr/> 627

others on the hills in Northern Kachar established especially for the benefit of the Hill people. These, I am sorry to say, are not so well attended as those in the plains. In the one there are but 6 pupils, and in the other 7.

26. There are ten Schools\* in the District of Durrung. These have had more time and attention bestowed on them during the quarter by the Sub-Inspector than

Zillah Durrung.

	<i>No. of Pupils.</i>
* Tijpore Sudder School	58
Mungledai	59
Bishnath	19
Mahirapara	32
Sethmadar	41
Lokrai	49

those in the District of Nowgong, which also come under his inspection, and, with one or two exceptions, when



Seepahjar	...	...	...	...	...	47
Madhob	...	...	...	...	...	30
Madopee	...	...	...	...	...	40
Udalgoori	...	...	...	...	...	20

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the Teachers have been inattentive, the progress made by the pupils has been satisfactory,

and the Schools seem to be improving.

27. In the District of Kamroop there are twenty-four Government Vernacular Schools as noted in the margin. On the whole these Schools are

doing well, though there is doubtless in all of them much room for improvement. We have now adopted a system of supervision in regard to them which is working well; but we need better Teachers—men acquainted with improved modes of tuition, and who will take an interest in the prosperity of their Schools. The Normal School, it is to be hoped, will in time meet this want, and with better educated Teachers, there will doubtless be an improvement in the nature of the instruction imparted. The Schools at Gowhaty and Burpeta however deserve particular notice, as being far in advance of the others in the District. They have both been very well attended and the progress made by the Scholars has been satisfactory.

	<i>No. of Pupils.</i>
Gowhaty, Sudder School	144
Burpeta	132
Purubpar	45
Ramsaba...	55
Dhorompur	29
Khatta	50
Purub Chumuria	20
Choyani	44
Madar Tollah	47
Ramdia	66
Pati-durrung	35
Sorookhettri	90
Borigog	40
Betna	30
Uporborbhag	46
Bhowanipore	61
Ranee	70
Beltullah	30
Doomooriah	56
Bordwar	47
Bejra	23
Suakuchi	93
Rajdwar	48
North Gowhaty	32
	1,338

28. In the District of Gawalparah there have hitherto been six Vernacular Schools\* maintained by Government, and to this number eight

other Schools have been added towards the close of the quarter. These latter were sanctioned on a proposition made by the Collector, Captain Agnew, for the express purpose of affording means of instruction to the

	<i>No. of Pupils.</i>
* Dhubri	19
Kurraibari	27
Jugighupa	23
Lukhipore	14

Dulgoomah	...	14
Rungjooli	...	4
		<hr/> 108

Garrows on the Frontier of the District.

They were opened only in March last, and there has not been sufficient time to judge of the success they are likely to meet with. The people for whose benefit they are intended are yet a wild and uncivilized race, and can form no distinct conception of the advantages these Schools are designed to confer on them. It may therefore be expected that there will, at first, be many serious obstacles to contend against. The experiment however could not have been placed in the hands of one more anxious to spread the blessings of Education among the people than Captain Agnew is, and I am persuaded he will do all that can be done to foster and encourage these Schools.

29. The first attempt to introduce a knowledge of letters among this rude tribe was made about seven years ago when the Government sanctioned an establishment for a small boarding School and a limited number of pupils at the Station of Gowalpara. The experiment was successful, and this little School has been the means of giving a sound and useful education to more than thirty Garrow lads. It is still in operation and has at present six pupils under tuition, who, during the quarter under report, appear to have been very diligent in the prosecution of their studies, and bid fair to become useful pioneers in the spread of Education amongst their countrymen.

30. In the District of Mymensing there is but one Vernacular School maintained by Government. Zillah Mymensing. This was one of the 101 Schools originally established under the sanction of Lord Hardinge and is situated in the Sudder Station. It is now in a flourishing condition, and on the 30th of April numbered 194 pupils. The Head-master, Babu Janokey Churn Bose, merits high commendation for the very satisfactory progress made by the pupils under his tuition.

30. In the District of Bograh there is another one of the Vernacular Schools established during Lord Hardinge's Administration. This Zillah Bograh.

also is in a flourishing condition, and at the end of the quarter numbered 200 pupils. The Model Schools, sanctioned for the District, I regret to say, have not yet been opened, it having been made one of the conditions for their establishment, that School accommodation should be provided by the people, and this has not yet been effected.

32. Of the Model Schools sanctioned for the District of Dinagepore, seven\* I am happy to report, have been established during the quarter. The attendance at these

	No. of Pupils.	
* Mahadebpore	21	is yet small, but there is
Khansama	30	every reason to expect
Mothurapore	41	it will improve. The
Sujahpore	33	Teachers have entered
Chauramon	24	on their duties with
Rajarampore	24	great zeal, and though
Ghoraghaut	44	

they have peculiar difficulties to contend with, time and perseverance will doubtless help to overcome them

Zillah Rungpore.	No. of Pupils.	
* Mahigunge	28	have been opened during
Olipoor	35	the quarter under re-
Chilmari	40	port, and they have done
Gedarhat	70	very well for the short
Kashigunge	30	period they have been
Sahebgunge	25	in operation.
Boda	35	
Nowdanga	40	
Soniasikotta	50	

*Private Vernacular Schools.*

34. It gives me great pleasure here to add that, during the period under review, a number of private Schools have also been opened in various parts of the Division for the express purpose of conveying instruction through the medium of the Vernacular, and that most of those that had been established previously are steadily improving.

35. In the District of Luckhimpore, Upper Assam, the only School of this description brought to my notice is situated in Mouzah Gohopore. It numbers only twelve pupils at present, but the Teacher, Phonidor Hazara, promises to do his best to get the School on, with the hope of eventually obtaining some aid from Government.

36. In the District of Sibsaugor, there are at present twenty-three Indigenous Vernacular Schools,\* which all owe their origin to the zealous

* Schools.	Teachers.	No. of Pupils.
Hasura .....	Podram Ahom .....	53
Beltolla in Mouzah Koragor	Umaram .....	45
Bongaong in Mouzah Chowkhat	Rudroram .....	40
Balibat in Jorehaut	Mirza Bashir Udeen	60
Bamongaong	Mitrodhor Shorma	66
Kuhlarbariah in Mouzah Kongiah	Umeswor Shorma	26
Joramlukitol in Dwrgaong	Luhiduk Buruwa	36
Dhekia Khowa	Nilam Shorma	35
Hologoori	Soosoondram	93
Meleng	Lukhinath Kutki	51
Hatigor	Sibnath Buruwa	51
Kokila	Vishnu Shorma	42
Komlabarri	Nityanondo Shorma	25
Gorokhiadoll	Naraiyon Shorma	24
Rajgoorogaong	Bholanath Shorma	25
Hatoobanga	Nilkant Shorma	41
Puronimatli	Bishnath Shorma	33
Goorjogoniah	Bhobonath Shorma	52
Koorosurgoori	Bolanath Shorma	38
Jilmoni	Roghunath Shorma	18
Khamungaong	Hunshidhor Kagoti	25
Komlabari on the Majholi	Mohikant Shorma	37
Dangdura	Kristodass Gogoi	83

exertions of the Sub-Inspector in Upper Assam, Babu Priolall Dika Buruwa. The proprietors of the first seven Schools noted in the margin have applied for Grants-in-aid from Government and the rest are looking forward with great anxiety to the result of these applications. Should they meet with success, the others will feel greatly encouraged, and the progress of Education will doubtless proceed more rapidly every succeeding year.

37. Notwithstanding many strenuous efforts made in the Zillahs Durrung and Districts of Durrung and Nowgaong for the establishment of self-supporting Schools; I regret to have to report that we have met with but little success. A few Schools have been opened during the year, but they have had a very ephemeral existence. The only two that continue to prosper and are worthy of notice here, are in the District of Durrung, situated the one at Roinakuchi and the other at Dooliapara. In the former there are 68 pupils who are taught by a cripple named Damookhora, and in the latter there are 19 only. These Schools have been aided by a loan of books which are apparently much prized, but a little pecuniary assistance would, I doubt not, be more valuable, and tend to encourage the establishment of other similar Institutions in the District.

38. The Vernacular Schools in this District established by the Vernacular Schools aided by Government in Zillah Durrung. Revd. Mr. Hesselmeyer for the Kacharis, I am happy to state are steadily improving. The two first noted in the margin were opened in February

<i>No. of Pupils.</i>	
Bengbarri ...	31
Futikabarri .....	32
Tejial .....	35
Sonaigaong .....	6

1855, and the other two during the last quarter. These are aided by a Grant of 50 Rupees a month from the Government.

The want of Teachers Mr. Hesselmeyer has felt to be a very serious hindrance to the multiplication of these Schools. The School-houses have in every instance been built by the people, who though not sufficiently alive to their own interests, are beginning to be favorably disposed towards the Education of their children.

39. During the quarter under review the Indigenous Schools in the District of Kamroop have been carefully attended to by the Sub-Inspector, but, as I had anticipated, those that were in existence in the quarter ending with the 31st of October last, have not all been able to maintain their ground. Some have been closed, but others have sprung up in their stead, and there

Zillah Kamroop—Vernacular Schools aided by Government.

are now ten progressing satisfactorily of the fourteen reported

<i>Schools.</i>	<i>Teachers</i>	<i>No. of Pupils.</i>
Rongmohul .....	Sadok Ally .....	60
Kahonipara ....	Sidheswor Shorma.....	45
Maroogaong .....	Gopal Khora .....	48
Nougaong.....	Sontodeb Shorma .....	25
Pokhia .....	Sonaram Doss .....	25
Loskorpara .....	Mitharam.....	30
Borontl .....	Thaneswor Doss .....	50
Kalakoochi .....	Ramjoy Shorma .....	13
Nilachol .....	Orobindo Shorma .....	60
Bargunichetro .	Sibram Shorma .....	30

on in October. New Schools are rising up in other localities but there are none of sufficient importance yet to merit notice in this narrative. A Grant of 500 Rupees

was made a short time back for the purpose of aiding these Schools. A portion of this amount, as per annexed statement, has been expended on this object. All the Schools have been supplied with books, given as loans to the Teachers, and those whose pupils had on Examination given evidence of having made satisfactory progress have also been presented with pecuniary rewards.

40. In the District of Mymensing I am able to report on Zillah Mymensing. the existence of six private Vernacular Schools. These were established during the quarter under review,

<i>Schools.</i>	<i>No. of Pupils.</i>
Bansigram in Pergh. Alapsing .. ..	10
Burshikura in Pergh. Hosungpoor.. ..	19
Kishorigunge in Pergh. Azarady.. ..	16
Bajitpoor in Pergh. Bajitpoor.. ..	28
Alabad in Pergh. Bajitpoor .. ..	25
Pungmoshora in Pergh. Azandy, .. ..	30

and the number of pupils attending them is noted in the margin. I trust hereafter to be able to report more fa-

vorably of these infant Institutions than I can do at present. The Sub-Inspector, who has evinced considerable zeal and activity in the discharge of his duties, has, I am happy to add, been very much encouraged by the assistance afforded him by the European local Authorities.

41. From the Districts of Sylhet and Bograh I have had no report yet regarding the existence of any Zillah Sylhet & Bograh. Indigenous Vernacular Schools. The Sub-Inspectors in these Districts commenced their duties only during the quarter, and they have not been able to do much more than visit the large towns and villages to collect information regarding the educational wants of the people.

42. Eight Indigenous Vernacular Schools in the District of Dinagepore have been visited by the Sub-Inspector during the quarter, and of these he reports favorably. The number of pupils attending them is yet very small, but they bid fair to be permanent and useful.

43. The Sub-Inspector in Rungpore has, during the same period, visited fourteen such Schools in his District; the Schools are all small but they have made a very fair beginning, and if they continue permanent, I hope to be able to report more particularly on them on another occasion.

44. The Schools in the Khasia Hills, aided by Government, continue to be well attended and have enjoyed the benefit of the Revd. Mr. Lewis's careful superintendence. Many local circumstances have contributed during the quarter to prevent his carrying out his original plans for their improvement, but these are not likely to cause any further interruption, and Mr. Lewis expresses the hope of being able immediately to add two new Schools to those already established. At Nongwar, a village lying to the N. W. of Chirra, the people have already erected a very commodious and substantial School-house at a cost of more than 200 Rupees, "all which," Mr. Lewis adds, "with the exception of 10 Rupees they have cheerfully borne themselves, not out of their abundance, but out of their need, for they have suffered some heavy pecuniary losses during the past year."

45. My Assistants, the Sub-Inspectors in the several Districts, I am happy to state have given me much satisfaction by the manner in which they have attended to their duties. Babus Horokali Mookerjee in Rungpore, Horo Chunder Banerjee in Dinagepore, Bykunt Nath Sein in Mymensing, and Priolall Buruwa in Upper Assam, are more particularly deserving of commendation for their indefatigable exertions in promoting the establishment of self-supporting Schools in their respective Districts.

46. My tour of inspection, during the quarter, has extended into the Districts of Kamroop, Rungpore, Darjeeling, Dinagepore, Bograh, and Mymensing. Seventy-five Government, and ninety private Schools have been inspected by myself and Assistants, and 685 towns and villages visited.

47. The preceding remarks, I trust, will show that though no very remarkable incidents have occurred, the progress of Education in the Division, has steadily advanced. The general feeling of the people among whom our operations are confined is by no means favorable to the diffusion of knowledge, and the little success we have met with has been the result of labours which, if they had been bestowed on more genial soil, would have shown to much greater advantage. The Native mind here is enveloped in a more than Bœotian mist of ignorance and superstition, and every effort we put forth, if not met by direct opposition, is but too generally viewed with indifference or distrust.

48. Among the subordinate means adopted for the spread of Education in the Division, I am happy to be able to report the establishment of Agencies for the sale of the Calcutta School Book Society's publications at Rungpore, Dinagepore, and Bograh. Each of the Agents employed in these and other Districts both in Northern Bengal and Assam, has now Sub-Agents in various parts of the Mofussil, and in one or two instances colporteurs have also been employed with some advantage.

49. Public Libraries and Reading-rooms exist at present only at the Stations of Mymensing, Bograh, Rungpore, Darjeeling, Gawalparah, and Gowhatty. Those at Bograh and Rungpore are the only two that have met with decided success.



## PRESIDENCY COLLEGE.

FROM THE REPORT OF THE PRINCIPAL,  
MR. J. SUTCLIFFE, B. A.

THE students in the two Branches are thus classified :—

### GENERAL BRANCH.

Fourth year or final students .. .. .	5
Third year students .. .. .	7
Second year students .. .. .	32
First year students .. .. .	50
<b>Total .. .. .</b>	<b>94</b>

### LEGAL BRANCH.

Third year or final students .. .. .	9
Second year students .. .. .	4
First year students .. .. .	25
<b>Total .. .. .</b>	<b>38</b>

Or an aggregate of 132 in the two Branches—

Of these there are pay-students .. .. .	82
Scholarship-holders .. .. .	43
Free pupils .. .. .	7
<b>Total .. .. .</b>	<b>132</b>

The thin attendance on the higher classes of the General Branch was caused by the organization of the Legal Branch on a separate footing at the commencement of the Session, when all those who had attended the Voluntary Class in law enrolled themselves as permanent students of this Department. All the above students are Hindus with the exception of five who are Christians. Four Mahomedans, Junior Scholar from the

Mudrissa, were transferred to the College: they did not, however, remain long, one was appointed a Sub-Inspector under Mr. Woodrow, and the others were struck off the Register for irregularity of attendance.

5. The Annual Examination was conducted on this occasion in accordance with the plan laid down by the Council in their letter detailing the Scheme of the Presidency College. Three final students and thirty-two second year students were examined at the Town Hall, the former for Honors and the latter for Senior Scholarships.

The Examination was conducted by the Board of Examiners appointed by the Director of Public Instruction, and medals were awarded to two of the three final students who presented themselves from this Institution, *viz.* :—

1. Bholanath Paul a medal for proficiency in Natural Philosophy and a medal in Mental and Moral Science.

2. Dwarkanath Chuckerbutty a medal for proficiency in Literature.

Senior Scholarships were awarded to the under-mentioned students :—

#### GENERAL BRANCH.

1. Khetronath Bhattachargee, two years.. ..	25	0	0
2. Debendernath Bose, two years.. ..	25	0	0
3. Judunath Bose, two years .. ..	25	0	0
4. Debender Chunder Dutt, tenable for three years in the Law Class .. ..	16	8	0
5. J. E. Cooke, for two years .. ..	25	0	0
6. Dwarkanath Banerjee, one year ... ..	25	0	0
7. Bholanath Banerjee, one year .. ..	25	0	0
8. Gopal Chunder Coondoo, one year .. ....	25	0	0
9. Bonomally Sen, one year .. ..	25	0	0
10. Srêesh Chunder Ghose, one year .. ....	25	0	0

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Total, Co.'s Rupees .. .. . 241 8 0

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Simultaneously with that at the Town Hall an Examination was held by the Officers of the College, in the College Theatre according to the following plan:—

Literature .. .. .	Mr. Grapel.
Mathematics .. .. .	Mr. Sutcliffe.
History .. .. .	Mr. Harris.
Political Economy .. .. .	Mr. Sanders,
Vernacular .. .. .	{ Babu Ram Chun-
	der Mitter.
Physical Geography and Chemistry ..	Dr. Liebig.

The object of the Examination was to test the fitness of the first and third year students for promotion to a higher class and also to ascertain, whether sufficient progress had been made by Scholarship-holders in the studies of their year to justify a retention of their Scholarships for another Session. The result of the Examination will be found in the Appendix in the usual tabular form ; and it would seem from the marks which the Examiners have assigned, that they consider it generally satisfactory. With reference to the answers of the third year students in Physical Geography and Chemistry, Dr. Liebig observes :—

“ The answers returned by the students show diligent study and laborious application in committing the facts to memory, but also a great deficiency as regards a proper understanding of the subject. The answers are accordingly sometimes correct in the examination of less important facts, but oftener incorrect with regard to the principles of phenomena. None of the Chemical answers are of such a description as would allow me to give them even the lowest mark : they present a confused mass of misapplied terms and not even a distant comprehension of the subject.”

This unfavorable result is, doubtless, to be ascribed to the Chemical course at the Medical College being of a too extensive character for general students who have too many other pressing demands on their time to give that attention which such a course imperatively calls for. It is proposed during the next Session that Dr. Halleur shall give an elementary course of

lectures in this branch which will be limited to the extent required for the Degree of B. A.

6. The Examination of the first and second year students of the Law Department was conducted by the Law Professors, and the result will be found in the Appendix. The first year students of this Department were also examined in Political Economy, simultaneously with the third year students of the General Branch, and the second year students were examined in Moral and Mental Philosophy and Logic by the Rev. Mr. Mullens. The final students in Law were examined by Messrs. Charles and Edward Trevor, of the Civil Service, and out of eight who presented themselves at the Examination seven were successful in gaining Diplomas. The following is a list of the successful candidates arranged in order of merit :—

1. Baneemadub Banerjee.
2. Mohenderloll Shome,
3. Radhagobind Doss.
4. Taracnath Sen.
5. Rajenderlall Mitter.
6. Cally Prosunno Dutt.
7. Dinonath Mitter.

7. Two final students of the General Branch were candidates for the insertion of their names in the list directed to be furnished in accordance with the Resolution of Government dated 10th October 1844, and obtained the Grade marked opposite to their respective names.

1. Bholanath Paul, First Class.
2. Dwarkanath Chuckerbutty, Ditto.

12. A Gymnastic Class, under the superintendence of Monsr. Montigny, was organized on the 1st November last, and forty-eight students of the College desired to have their names enrolled. A liberal system of rewards was sanctioned by the Director of Public Instruction and every encouragement was held out to the students to resort to the class. It has not however met with

that success which the circumstances under which it was established seemed to promise. A further experiment will be made during the ensuing Session, and it is to be hoped that it will be attended with such success as will justify a continuation of the expenditure on this account.

13. The following students have left the College during the Session and received the usual Certificates of Proficiency :—

1. Radha Gobind Dass.
  2. Bromomohun Mullick.
  3. Shib Chunder Mullick.
  4. Mohendernath Paul.
  5. Beer Chand Mitter.
  6. Sama Churn Mookerjee.
  7. Rajendronath Mitter.
  8. Bholanath Paul.
  9. Bhobunmohun Chatterjee.
  10. Chundernath Bhattacharjee.
  11. Mohenderlall Shome.
  12. Taracnath Sen.
  13. Toolseedass Seal.
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## HINDU SCHOOL

(Affiliated to the Presidency College.)

### FROM THE ANNUAL REPORT OF THE SCHOOL.

HEAD MASTER—MR. H. E. A. DURNFORD.

THIS School is exclusively devoted to the Education of boys from the higher classes of the Hindu community and stands to the Presidency College in the relation of a Branch School, its students on attaining the Junior Scholarship Standard being transferred to that Institution. There was at one time a considerable diminution in the number of boys on the Rolls, consequent on the changes which have taken place. There has, however, been a steady reaction, and the School has completely recovered its former position, containing, as it now does, 462 pupils. The interest on the Funds which was subscribed on the foundation of the Hindu College has been made available for founding Junior Scholarships in connection with this and other Schools. Twenty-nine Junior Scholarships at 10-Rupees a month have been constituted and fifteen of these are restricted to boys from the Hindu School, the rest being open to the competition of Hindu boys from all other than Government Schools in or near Calcutta. The entire expenditure during the past Session has been Rupees 22,049-13-2, and the receipts from Schooling-fees and the Scholarship Fund have been Rupees 22,049-9-8 showing that the School has very nearly been self-supporting during the Session under consideration.

The First Class competed for Junior Scholarships at the Town Hall.

The Second and Third Classes, together with the corresponding classes of the Colootollah Branch School, were examined simultaneously in the College Hall by the Examiners noted below :—

Mr. Hand .....	<i>Literature.</i>
Mr. Harris .....	<i>History.</i>

Mr. Rees ..... *Mathematics.*

Mr. Sanders ..... *Grammar.*

Babu Peary Churn Sircar ..... *Geography.*

Babu Ram Chunder Mitter ..... *Vernacular.*

The following remarks are extracted from the Reports of the different Examiners:—

*Mr. Harris remarks.*—"I am happy to be able to report in a most favorable manner regarding the knowledge possessed by the boys generally of the above classes, of the subjects in which they were respectively examined. Very few were deficient in a respectable knowledge of facts. But I am bound to add that the composition generally, and in many instances the orthography likewise of the boys, cannot be praised so much as their acquaintance with all the most important points contained in the works in which they were examined. The possession of so much information as these boys displayed in their papers conjoined with so great an inability to express themselves in an ordinarily passable manner struck me as grotesque in the extreme. I could not, nor did I expect, correct and grammatical language from such young scholars; but I would beg permission to remark that if as much care and attention were paid to their Composition as has evidently been bestowed on instilling into their minds a useful knowledge of History, the great want, to which I allude, could not have been so very observable. There is another point to which I feel it necessary to allude. Generally speaking, I found that the boys of all the classes had committed to memory *verbatim* passage relating to principal points contained in the book which they studied. In regard to many of the papers, I feel some doubt as to whether the boys had not copied one from another, but on referring to their Class Book I found the language which they made use of often word for word the same as that contained in Tytler, and sometimes with but a very slight variation from the original, and this was the case not with respect to one question only, but very nearly to all, although the questions were purposely

set as general in their nature as possible. The passages descriptive of the Constitution of Rome, the power enjoyed by the Consuls, the causes of the Punic Wars, and many others too numerous to mention, both in Roman, Grecian, and Modern History, were committed to memory. So long as the boys had their memory to depend upon, they were correct enough in their composition,—like boys swimming with corks they progressed without the least difficulty ;—but the moment memory failed them—as soon as the corks were removed,—the sudden difference of style was at once apparent in the untaught, the unskilful, and the desperate attempts made to get out of their difficulties. There can be no doubt that to the brevity and conciseness of Tytler can alone be attributed the fact of the boys having generally committed so many passages to memory ; and in many cases I am inclined to believe it could not have been avoided ; for it is almost impossible, I think, to read, study and revise over and over again so concise a work as that on which they were examined without retaining many passages of it in the mind."

*Mr. Sanders states.*—"That the chief blemish of these Exercises proceeds from the inability of the writers to quote with decent accuracy the Rules of Syntax and such exceptional cases and constructions as they might be expected to know by heart,—those for instance in which the nominative should come after the verb, or in which "that" should be preferred to "who" or "which." In none I think are the rules correctly reported in the words of their text-book (Lindlay Murray), and but a few succeed in producing a fair approximation to its meaning. There can be no solid foundation of Grammatical knowledge where the Rules of Syntax and Etymology at least, with the principal exceptions, are not perfectly familiar to the memory. Throughout the School Examinations in general, I have remarked, that while the Etymology is usually well-mastered in the Junior Department, the Syntax in the Senior Department appears to meet with comparative neglect. The absence of a good grounding in the latter constitutes, in my opinion, a prominent defect in the pupils, not only of this



Institution, but of all those of which I have had any experience.

“In parsing and rectifying faulty constructions, the authors of these papers are quite as successful as could be expected from their wavering and imperfect knowledge of Syntax.

“The answers in Prosody are nearly all failures. Of scan-sion which is to Prosody what parsing is to Grammar, none of the pupils, apparently, possess any practical knowledge. At the same time it is but just to add, that they show quite as much insight into the Rules of Prosody as appears usually to be considered sufficient. This subject, however, deserves, I conceive, more regard than it commonly receives; since their ignorance of the principles and practice of Versification must greatly interfere with their relish for English Poetry, rob it of its essential charm, and prevent its glorious treasures from becoming to them, as to us, a source of delightful and elevating recreation.

“No. 1 of the questions for the Second Class and Nos. 6 and 7 of those for the Third comprise points which Natives almost invariably blunder in speaking and in writing, and to which, therefore, it was my object to direct, if possible, their attention. I may here repeat what I have taken the liberty to observe in my Report on the Mudrissa, that in this particular the fault rests in a great degree with the Native Teachers, who constantly make these mistakes in addressing their pupils, and by their examples do away with the effect of their instructions.”

*Babu Ram Chunder Mitter.*—“It has hitherto been the practice to admit pupils in these Institutions after examining them in English only. I think it ought to be distinctly laid down that proficiency in Bengali should also be a necessary qualification for admission.

“It is also desirable that the Pundits who conduct the Bengali Classes should be aided in the discharge of their duties by the English Masters, who from what I know of their zeal and interest in the cause of Education will, I have no doubt, be glad to lend

their services for the purpose... It is likewise necessary that there should be Monthly Examinations of the classes in Bengali.

"I find that the studies of the corresponding classes of these two Schools are not uniform. The text-books should be similar, and the quantity to be read from them during the year should be determined at the beginning of each Session just in the same manner as is done with regard to their English studies."

The Examination of the Junior School was conducted by Mr. Grapel in Reading and Spelling, Explanation and History; Mr. Durnford in Grammar and Geography; Mr. Sutcliffe in Arithmetic, and Baba Hamchunder Mitter in Vernacular.

*Mr. Grapel remarks.*—"I have once more to speak in very high terms of the proficiency of the pupils in the Hindu Junior School. The Examination in English Literature including Reading, Explanation, and Spelling was creditable alike to Teachers and to taught. The last or Tenth Class formed, perhaps, an exception, but as it was composed of boys very young, and in many cases very recently admitted, the results even here were probably as good as might have been anticipated. Portions of the History of England, of Rome and of Greece, had been read respectively by the First, the Second and the Third Classes. The Examination in these subjects was by written questions and answers, and the results most satisfactory. In short, I cannot but repeat my conviction that the state of the School is now such as to reflect the highest praise on all connected with it."

The Examiner in Arithmetic states:—

"I have again to express the satisfaction I have had in examining the Junior classes in Arithmetic. The last class which is under the charge of Hurroopersad Mullick formed an exception, and I am of opinion that this Master has but ill-discharged his duties. Questions in Mental Arithmetic were given to all the classes, and it was evident that this branch had not received that degree of attention which working out questions on the slates had, nevertheless I feel warranted in saying that the Teachers have brought up their classes exceedingly well, and that in this

branch of the School studies, there is little room for improvement."

Mr. Durnford, the Examiner in Grammar and Geography, remarks:—

"The chief fault I had to find with all the classes was regarding their Spelling and Writing, to both of which should be paid more attention. I have forwarded a specimen of the best map drawn by each class, which I hope will be approved of. The boys generally appear to take great interest in map-drawing, and many of them with a little care are likely to turn out good draftsmen, and would prove of much service hereafter, should they be employed in preparing plans or maps for Engineering purposes. I therefore strongly recommend their improving themselves in this particular branch. The result of the Examination is, I consider, on the whole, satisfactory, and the Masters generally appear to have done their duty."

\* \* \* \* \*

7. The Head-master, Mr. Durnford, was involved in pecuniary difficulties at the time that he joined the School, and he was obliged to have recourse to the Insolvent Court. These embarrassments necessarily interfered with his efficiency as a Teacher, and an explanation was forwarded to the Director of Public Instruction. It has been decided that Mr. Durnford shall be transferred to the Mofussil, and he holds his present post only till the appointment of a successor. In all other respects the conduct of Masters and pupils has been satisfactory.

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# COLOOTOLLAH BRANCH SCHOOL

*(Affiliated to the Presidency College.)*

FROM THE ANNUAL REPORT OF THE SCHOOL.

HEAD-MASTER—BABU PEARY CHURN SIRCAR.

THE number of boys on the Rolls of this School at the end of the past Session amounted to 571 against 460 of the previous Session, and they are classified as follows :—

Hindus .....	567
Christians .. ..	4
<hr/>	
Total .....	571

These pay at the following rates :—		Rs.	Rs.
Pay-pupils .....	at 3	76	
Pay-pupils .....	„ 2	489	
Pay-pupils .....	„ 1	4	
Free pupils .....		2	
<hr/>			
Total .....		571	

3. The First Class in the Senior Department competed for Junior Scholarships at the Town Hall.

The Second and Third Classes were examined simultaneously with the corresponding classes of the Hindu School in the College Hall, and extracts from the reports of the Examiners will be found in the Report of the Hindu School.

The Examination of the Junior Department was conducted by Messrs. Hand, Sanders, and Rees of the Presidency College, and Babu Mohesh Chunder Banerjee and Pundit Gourichurn of the Hindu School.

Mr. Hand reports as follows of the part he took in the Examination :—

“That with the exception of Section C. Second Class, the junior classes are not in general in so promising a condition as were the classes of their standing when I last examined the Institution two years ago, or at the close of the Session of 1853-54. I particularly noted their deficiency in pronunciation and in giving in their own words, the sense of what they read. It appeared to me that the Teachers had contented themselves with dictionary meanings, and had not taken sufficient pains to make their pupils thoroughly understand their lessons, and specially the idiomatic expressions that abound in Gay's Fables.

“As to History, none but perhaps the First Class were qualified to enter upon its study. After I had examined four classes, I was told that their text-books were used merely as readers. If so, History should not be named as a class study. Section C. of the Second Class had been reading the first two chapters of Marshman's India which treat of subjects that they will not be able to comprehend for some years to come. It would have been idle to examine them therein.

“Permit me to call your attention to the circumstance that Sections of a class have distinct studies. This is a mistake. The course should be graduated through seven years at furthest up to the Junior Scholarship Standard, and if the number of students of the same year's standing render it necessary to divide a class into Sections, these Sections should follow precisely the same studies, otherwise they cannot be looked upon as Sections of one class but distinct classes.”

*Mr. Sanders, the Examiner in Geography and Grammar, remarks*—“I have much pleasure in expressing my satisfaction with the results of the Examination of the Colootollah Branch School in Grammar and Geography. In Grammar more especially the progress of the pupils has been considerable. I would notice in a particular manner the Second Class Section C. as reflecting very great credit in both branches upon the zeal and ability of the Teacher Chundi Churn Dey. Of the other classes there are some that,

while evincing a fair testual acquaintance with their Grammar, so far as they profess to have gone fail in parsing and other exercises calculated to test their conception of its purport. This shows that the Teacher has but imperfectly understood, or performed, his duty. The application of Grammar to actual speech and composition should accompany every step of its acquisition, and to neglect it is to deprive the pupils of the benefit of the best logical training of which their minds are susceptible and to exercise the memory to the omission of the very best means in our possession of developing the reasoning powers.

"It may not, perhaps, be out of place to remark that there are several points in English Grammar which Native lads habitually blunder, and to which the attention of Teachers in the Junior Department cannot be too urgently drawn. Certain vicious modes of expression are suffered to pass current among them during their first years of School, and ever after cling to them with a pertinacity that bids defiance, as I know by experience, to the most persevering attempts at correction, and proves a constant source of annoyance and discouragement to those who have charge of their more advanced literary studies. As a few instances of the points in question, I may mention the position of the Nominative and Interrogative sentences, the use of the Adverbs "too" and "much," and the formation of negative questions by means of the auxiliary "To do." In idioms so simple as these and of so constant occurrence, a very slight degree of care, at the outset, would ensure the formation of habits of correct usage, and eradicate a large proportion of the solecism in vogue among the present alumni of our Institutions. From what has fallen under my observation in the course of these and similar Examinations, I may add that as a step to the improvement of their pupils, the Native Teachers would do well to keep a guard upon their own phraseology in the particulars I have noted, as well as in a few others no less obvious and easy."

Mr. Rees examined the seven higher classes in Arithmetic and he expresses his satisfaction at the result of the Examination of all the classes with the exception of the Second Class, Section B.

Pundit Gouri Churn also reports that this class failed in Bengali and that Section B. of the Third Class passed only an indifferent Examination.

Babu Mohes Chunder Banerjee examined the six last classes in all their studies and he reports as follows :—

1. "I examined the last six classes of the Colootollah Branch School. The Examination commenced on the 24th of the last month and ended on the 3rd instant.

2. "The Reading of the classes examined by me was not very satisfactory. Most of the boys read with a drawling tone, false accent, and unnecessary emphasis. A better state of things however, perhaps, could not be expected when Master and pupils can hardly hear one another on account of noise much of which is unavoidable.

3. "In Explanation the boys were more successful. Greater care, however, should be taken to convey to them correct meanings of individual words. Youths are otherwise apt to translate whole passages when desired to explain particular terms in them.

4. "I ascribe the failure in Grammar to an attempt to accomplish more than what could fairly be expected of mere infants. The nice distinctions of Cases, Moods, and Tenses, are calculated to confound and bewilder young intellects, and to drive them to the necessity of resting satisfied with vague and indistinct ideas of things. All these classes should have been confined to the "Parts of Speech."

5. "Arithmetic seems to have been a mere exercise of patience with these boys. They had been evidently accustomed to plod through Multiplicands and Dividends of fearful length without troubling their heads much about the character of the different operations. The consequence was that lads who professed the "Simple and Compound Rules" did not know, "how to find the half of any quantity," or the "value of 5 in the fifth place towards the left."

6. "I was grieved to find many of these boys sadly deficient in Spelling. This is a serious defect; all the Rules of Ortho-

graphy learnt in maturer years will most probably fail to correct the habit of carelessness in this respect.

7. "The remarks in paras. 2 and 3 are more or less applicable to Bengali also. With the existing Staff of Vernacular Instructors, however insufficient; arrangements might, I think, be made so as to allow boys more frequent opportunities of being exercised in this Department. At present they do Bengali two days every week, two hours and-a-half each day, a time too long perhaps to keep infants engaged in any branch of study.

8. "In simple justice to the Masters and Pundits, I am bound to add that there were, in each of the six classes I examined, boys, though very few in number, who acquitted themselves in a manner, calculated to reflect great credit on their own exertions, as well as on those of their Instructors.

\* \* \* \* \*

6. "The conduct of Masters and pupils has been in all respects satisfactory."

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## CALCUTTA MUDRISSA.

FROM THE REPORT OF THE PRINCIPAL, DR. A.  
SPRENGER.

THE discipline of the College is as good as it can be desired.

Discipline.

The pupils are orderly, regular in their attendance, and anxious to learn. Too great pedantry and severity in the discipline can only do harm. The average of attendance in the Arabic Department is 48. In the Anglo-Persian Department 92.

Owing to hasty and injudicious reforms, the Arabic Department

Progress of the pupils.

of the Mudrissa has fallen off in the number of pupils, as well as in their attainments. The difference is not so much felt in the Senior Department, owing to the exertions of the two first Moulvies as in the Junior Department. It will require considerable attention to make it again what it has been. As an instance of the falling off I may mention the result of the Examinations in Arithmetic. They professed to have read "De Morgan" (translated into Hindustani) as far as Vulgar Fractions inclusive. The quantity was small enough, and it was to be expected they would be well-grounded in it. I gave them the three questions mentioned below, and most of them failed completely in answering them. Their answers in Grammar and Syntax are equally far from satisfactory. The Arithmetic questions were—

(1.—) If the last figures of the Divisor and Dividend be ciphers, under what circumstances are you allowed to strike them out? Also show the reason for striking them out.

(2.—) Explain the relation which exists between Addition and Multiplication.

(3.—) Reduce the following mixed numbers to fractions  $422\frac{11}{367}$ ,  $68207\frac{222}{188}$ ,  $69\frac{6}{100}$ , and  $8\frac{22811}{100000}$ .

The English Department has now an efficient staff of Teachers, and a zealous Head-master, and rests on a sound basis ; and it is to be hoped that in a few years, when the pupils, educated under the new-system, fill the higher classes, it will rival any similar Institution in the Metropolis. Though the Mussalmans are, perhaps, less quick and sharp than the Hindus ; they have probably more depth and greater independence of thought.

#### ARABIC DEPARTMENT.

The Senior Scholarship Examination commenced on the 27th of March and lasted two days. The pupils of the First Class had, agreeably to the new plan of study, attended only to Law. They had read three works on the general principles of Jurisprudence, two on Civil and Criminal Law, and two on the Law of Inheritance ; and the manner in which they acquitted themselves in the Examination, reflects much credit upon them and their Teacher Moulvie Wujeeh.

SENIOR SCHOLARSHIP EXAMINATION.	
<i>First Class.</i>	
No. of pupils ...	7
Average age ...	22½
Average attendance	61½

Agreeably to the new plan of study, the Second Class ought to have devoted itself exclusively to Literature. But the choice was left to the students to join the Law Class or the Literature Class, and they all declared for the former ; it was therefore necessary to come to a compromise, and they had to attend to a very great variety of subjects, viz. to Law like their seniors, to Literature, Logic, Rhetoric, Geometry, and Algebra. Considering the variety of studies in which they were engaged, it must be allowed that they have done exceedingly well.

All the pupils of these two classes competed for Senior Scholarships.

<i>Second Class.</i>	
No. of pupils ...	9
Average age ...	19½
Average attendance	74

There were 27 candidates for Junior Scholarships, including those who had enjoyed stipend during the last year. They belonged to the Third\*

**JUNIOR SCHOLARSHIP  
EXAMINATION.  
Third and Fourth Classes.**

* No. of pupils ...	13
Average age ...	19½
Average atten- dance .....	12½

† No. of pupils ...	15
Average age ...	19½
Average atten- dance .....	13¾

and Fourth Classes,† and on the 25th and 26th March they were examined, as usual, in Arabic Grammar, Literature, (Nafhatal Yaman), the elements of Law, in the Osool, in Arithmetic, and Translation into Arabic. They did not do as well as their colleagues in the Hooghly College, yet they have given evidence that they have taken pains, and some of them come fully up to the standard. One of the students brought an abstract of one of the subjects, in which he was to be examined, into the Examination Hall, and I was under the painful necessity of sending him away. The abstract was so well made that if it was his own labor, I am confident he would have gained a high position among his competitors.

The Fifth Class was instructed during the last three months by

<i>Fifth Class.</i>	
No. of pupils ...	6
Average age ...	18
Average attendance ...	5½

Moulvie Abdool Huq, who declares that before it came under his charge, it was very backward. The students read the elements of Grammar and Syntax, and the first 70 pages of the "Nafhatal Yaman." The quantity is very small, but the manner in which they passed the Examination is very creditable to themselves and to their Teacher Moulvie Abdool Huq. The best boy is Ameer Alee, and I beg leave to recommend him for a prize.

The Sixth Class was instructed during the last three months, by

<i>Sixth Class.</i>	
No. of pupils .....	5
Average age .....	18½
Average attendance ...	4½

Moulvie Sharafat Allah; previously it was successively taught by Moulvie Jowad Alee, Abdool Hye, and Abdool Huq. The boys were engaged in studying the elements of Grammar and Syntax, and an Arabic Proof Reader, (Nafhatal Yaman) and read in all three books 200 pages. Abdool Rawuf passed a very good

Examination, and I beg leave to recommend him for a prize. This class has since been united with the preceding.

#### ANGLO-PERSIAN DEPARTMENT.

##### HEAD-MASTER—MR. J. K. ROGERS.

Professor Sanders had the goodness to examine the Anglo-Persian Department in English, and he favored me with the following Report :—

“I have examined the Anglo-Persian Classes of the Mudrissa in all their studies except the Eastern languages, and am happy to be able, on the whole, to report favorably of their proficiency. The quantity of each subject included in the course, is, perhaps, smaller than in the corresponding classes of the Hindu and Branch Schools, but every exertion has apparently been used to impress what they have learned thoroughly upon the mind of the pupils. In Arithmetic and in Geography, the progress of all the classes has been highly satisfactory. The small portion of Geometry, which the First Class have studied during the present year, has been very successfully mastered; the Algebra not quite so well, but still creditably. The specimens of Map-drawing are nearly all good, while some of them possess considerable merit. The Reading is in good tone and time; the accent and pronunciation are rather better, I think, than ordinary. The Explanations, of Poetry more particularly, are rather vague, a defect which might be remedied were it made a rule, especially in teaching the younger classes, to convert each sentence into the plain prosaic arrangement, and then give word for word, or phrase for phrase, as closely as possible in that order. When a license of paraphrasing is tolerated in beginners, they get into a certain set of expressions, which they make use of in season and out of season; and when called upon to explain a passage, they twist it about until they manage to introduce their stock phrases, which they string together with little regard to the general structure, and still less to the nicer shades of meanings, of the original. This tendency

I have been struck with in certain of the students of this Institution who have passed through my hands at College.

"Here, as elsewhere, I should recommend more attention being

\* Taught by Mr. De- paid to English Composition. The written Exercises of the First Class in History\* souza.

betrayed a deficiency in this accomplishment, and caused me some disappointment, which in this case, I regret to say, was not softened by any redeeming merit of accurate statement. The Exercises of the Second Class, on the other hand, if indifferent specimens of English, evinced a competent knowledge of the subject matter. The Third Class, who were examined *vidé voce* in Marshman's History of Bengal, acquitted themselves in a very commendable manner.

"The four junior classes contain some very promising scholars. The *vidé voce* translations into Urdu, in particular, formed one of the most gratifying parts of these Examinations. In giving the sense of single words, however, they were not always sufficiently careful to render the English by the same parts of speech in their own tongue, a circumstance which, perhaps, conduces to that habit of loose explanation which I have already noted.

"In conclusion, I had much pleasure in observing that the written papers, with scarce an exception, were excellent specimens of penmanship."

Professor Ramchunder Mitter was so kind as to examine the  
Bengali Department. Anglo-Persian Department in Bengali and  
his Report runs as follows :—

"I examined the Bengali Department of the Mudrissa and was much gratified with the progress evinced by the pupils. The readiness and accuracy with which they answered the questions put to them, reflect credit on them, considering that they are all Mahomedans. But the credit of this happy result is not entirely due to themselves. By far the largest share of it should be given to their Teachers Pundits Mooktaram and Ramnarain. There is however one circumstance to which I would particularly have the attention of the Pundits drawn in future. It is that the pronounci-

ation of Bengali words and phrases of Mahomedan children in the junior classes partakes much of Provincialism. If great care be not taken to remedy the evil in its early stage, it will I am afraid, take such deep root, as to render futile every attempt at removal hereafter. The Pundits should read out to these beginners their lessons of the day and make them repeat the same in their presence. I think by this means they will be able to make up the deficiency noticed above."

The Persian and Urdu Examinations of the Anglo-Persian Department were conducted by the  
 Persian Examination. Principal. He reports as follows :—

"There are three Persian Professors attached to that Department, one of whom teaches also Urdu. The first Professor of Persian is Mirza Bozorgus, a Native of Sheeraz, and a man of superior attainments. The pupils whom he had during the past term, were hardly advanced enough to derive as much advantage from his instruction as they might have derived, if they had had less difficulty in understanding his lectures. This evil, however, will every year correct itself more and more ; and it is to be hoped that his services will be very valuable for the College. Even now there is a very marked difference in the Persian pronunciation of his pupils and other Natives.

"The pupils of Moulvie Gholam Haydar have been employed in reading Zalakha, the Bostan, and Persian Grammar. They do great credit to their Teacher.

"Moonshee Tafuzzool Hosayn instructs the junior pupils of the  
 Urdu Examination. Department in Urdu and the more advanced of them also in Persian. He follows the

European system in teaching those two languages, which differ considerably from the Native method, and has the advantage that whilst the student becomes acquainted with two tongues in a shorter time than if he followed the indigenous system, he obtains gradually an insight into the structure and fundamental rules of speech, and his linguistic studies become a most healthy exercise for the mind. The pupils are able to parse every sentence and

are strong in Grammar and Orthography, and know the reading lessons almost by heart. One boy, though a Native of Bengal and of very tender age, was able to translate any passage which he read in Urdu, without the slightest hesitation, into Persian.

“ These classes have been so uniformly successful in their Examination, that it becomes a difficult task to select prize-men.”

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## COLLINGAH BRANCH SCHOOL.

*Affiliated to the Calcutta Mudrissa.*

FROM THE ANNUAL REPORT OF THE SCHOOL.

HEAD-MASTER—MR. W. LAWLER.

THE students of the First Class competed for Junior Scholarships in the Town Hall, and three have been successful :

Womes Chunder Sircar.

Haran Chunder Mookerjee.

Kali Churn Dey.

The remaining classes were examined in English by Mr. Rogers, Head-master of the Anglo-Persian Department of the Mudrissa, and in Bengali by Professor Ram Chunder Mitter and Pundit Gouri Churn of the Hindu School, whose Report I have the honor to submit.

Mr. Rogers reports as follows :—

“ I examined the Collingah Branch School in English and all the subjects studied through the medium of this language just before it closed for the summer vacation.

“ The books of the Institution bore at the time the names of 143 scholars, nearly all of whom were present during the Examination. At the close of the previous Session, the School contained 105, an increase of 38 boys has therefore taken place during the period under report. The number of Hindus greatly preponderates. To 125 of that caste there are but 14 Mahomedans and 4 Christians.\*

\* \* \* \* \*

“ The second senior class consists of fifteen scholars, of an average age of 17 years. Fourteen of these young men were present and were examined in all the subjects they had studied during the Session. The majority read and explained very satisfactorily a

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\* Three of these are Native converts.



portion of Johnson's "Vanity of Human Wishes." They did not, however, acquit themselves quite so well in a passage which I selected from Goldsmith's "Citizen of the World." I set them a few written questions, as far as they had learnt, in Lennie's Grammar and Roman History; and requested them to furnish written answers to them. Their performances in the latter showed a tolerable acquaintance with the leading facts, though they were expressed in faulty English. The answers of half of them in Grammar were pretty fair, but those of the rest were very indifferent; several of them gave *mice-trap* as the plural of mouse-trap and said that the female of peacock was *she-peacock*. Their knowledge of Geography is moderate, and they are not quite familiar with the situation of places on the Maps. In Geometry most of them did very well, and so did a few in Algebra; but in Arithmetic, the class is decidedly deficient.

"There are nineteen students in the third Senior Class. These students generally, read Prose and Poetry well; they explained also pretty correctly a passage in Cowper's "Garden." The poem, however, is somewhat above them, for many of them could not fully enter into the spirit of the author. The narrative and descriptive lessons in McCulloch's "Course of Reading" were perfectly understood and readily explained by them, but they were unequal to the scientific lessons given in that book. In Grammar they underwent a written Examination, the result was satisfactory. Most of them, however, are imperfect in the Irregular Verbs and in the Rules of Syntax. A few of them acquitted themselves very well in the History of Greece, the rest indifferently. In Geography they answered better than the Second Class, and pointed out on the Maps, without hesitation, whatever they were asked. Of Euclid, they have learnt the 1st book. Nine out of eighteen boys present solved readily and correctly the propositions I set them, five knew something of the subject; the rest nothing at all of it. Half the class has obtained 5 marks and upwards out of 10 allotted in Algebra; and about the same number in Arithmetic.

"The first junior class is the largest in the School. It contains twenty-eight students, of ages varying from 12 to 19 years, most of whom were admitted at different periods of the Session. Their attainments, as was to be expected under such circumstances, are equally varied. This remark applies particularly to their knowledge of English History, Grammar, Geography, and Arithmetic. In reading and explaining Poetry, there is more uniformity among them. Several of the students are too old for a junior class. No fewer than thirteen of them are of ages varying from 16 to 19 years.

"Several of the scholars of the second junior class are also above the proper age for the Junior Department. There are in all fifteen students, the youngest is 13 and the oldest 20 years. Two are 17 and three 16 years; the rest are either 14 or 15 years old. The studies of this class differ very slightly from those of the class above it; and in point of attainments, the scholars are equal to those of the first junior class. I cannot see why these two classes were not amalgamated. In Poetry, Grammar, and Geography, the students answered tolerably well, but they did not acquit themselves at all creditably in Arithmetic. Seven of them did not work correctly any of the questions in this subject, and not one among them all got even half the number of marks allotted to Arithmetic.

"In the third junior class there are eighteen students, of an average age of 15 years. This class passed a good Examination in every subject even in Arithmetic, in which most of the other classes failed.

"The fourth junior class consists of two sections; the first contains eleven and the second fifteen boys. The average age of the scholars in the former is 14 years, and of those in the latter 11½. As regards proficiency, the two sections are nearly on a par; and I do not think there was any necessity for dividing the class. I was much gratified with the manner in which both sections answered the questions I put them. The accent of these boys is more correct than that of some of the older students in the upper classes; and they are, for the most part, intelligent and cheerful, and appear to take an interest in their studies.

"There are also two sections in the fifth junior class, the first has eight boys in it, the second only three, whose average age is the same, namely 10 years. The boys of the first section are sharp. They evinced great emulation in answering the questions asked them. They read, explained, and spelled from Chambers' "Second Book of Reading" very satisfactorily, but all, except two, failed in noting down correctly two numbers that I dictated, one consisting of 4 places of figures, the other of 5.

"The second section consists of beginners who have read a few pages of Chambers' "First Book of Reading." One of the scholars in this section, named Sheik Seiphoo, should not have been admitted into the School as his age (16 years) is considerably above that prescribed by the rules.

"It appears, from the accompanying memorandum furnished me by Mr. Lawler, that changes have, from time to time, occurred in the staff of Teachers in the Collingah School, during the period under report. Taking this circumstance into consideration as well as the changes that have been made in the arrangement of the classes themselves, I think the progress exhibited by the students, is, on the whole, satisfactory."

\* \* \* \* \*

Professor Ramchunder, who could only examine the Second Class says :—

"I examined the Second Class of the Collingah Branch School in Bengali; the remaining classes were taken up by Pundit Gouri Churn of the Hindu School. I was given to understand that for the greater part of the year there was no Pundit attached to the Institution, and that during this period, Mr. Lawler, the Head-master, taught Bengali. The progress made by the pupils is fair, and I have no doubt that had they availed themselves of the aid of a Pundit throughout the year, the result would have been far more satisfactory. Much credit is, however, due to Mr. Lawler for what he has done. It is very probable that, if the system of holding Monthly Examinations be introduced, the efficiency of the Bengali Department would be considerably improved."

## SANSKRIT COLLEGE

### FROM THE REPORT OF THE PRINCIPAL, PUNDIT ESHWAR CHUNDRA SURMA.

ON the 30th April 1856, the total number of pupils on the Roll of the College amounted to 339. They were classified as follows :—

Scholarship-holders .. .. .	'30
Pay-pupils .. .. .	90
Free-pupils .. .. .	219
	339

\* \* \* \* \*

8. Twenty Teachers were supplied by the College to the new Vernacular Model Schools, most of them to fill the places of Headmasters. These men have distinguished themselves in their respective posts by their zeal, ability, and industry, and they have thus realized one of the principal objects of the College contemplated by the late Council of Education, *viz.*, that its students should form a most efficient class of Vernacular Teachers.

9. Four Examinations were held in the senior classes during the past Session. The first four classes competed for Senior and the fifth for Junior Scholarships. The Examinations, which were partly oral and partly written, were conducted by the Officers of the College. The result has been highly satisfactory. One student, Nilambar Mookerjee, deserves special mention, having obtained a Junior Scholarship in three years, with distinction.

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11. During the past Session, six Examinations were held in the junior classes. They were conducted by the Principal with the co-operation of the Professors and Masters. The result has been highly satisfactory.

## PATSHALA

*Affiliated to the Sanscrit College.*

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FROM THE ANNUAL REPORT OF THE SCHOOL.

SUPERINTENDENT—BABU GOPAL CHUNDER BOSE.

1. THE number of pupils on the Roll of the Patshala  
Number of pupils. on the 30th April 1856, was 345 against  
250 at the end of the previous Session.

\* \* \* \* \*

6. The course of study was revised during the Session. The new books recently compiled for the Vernacular Schools have been introduced in preference to many of those previously in use, and the pupils have very much benefitted by the change.

7. The School is gaining in popularity every day as will appear on a comparison of the number of pupils during the last and previous Sessions.

8. The Examinations were conducted by the Assistant Principal and the Professor of Literature of the Sanscrit College, and the result thereof has been very satisfactory.

## MEDICAL COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, JAS. McRAE,  
ESQUIRE.

THE following is a list of the pupils of the English Class at the close of the session :—

	<i>No.</i>
Stipendiary Students at 8 Rupees per month	18
Scholarship-holders at 12 Rupees .. ..	21
Free Students, .. ..	46
Ceylon Student Stipendiary .. ..	1
Subordinate Medical Department .. ..	10
Total ..	<u>96</u>

Of the Natives one is Mahomedan and the remainder Hindus.  
Of the latter there are

	<i>No.</i>
Brahmins ... ..	19
Boides.. ..	3
Koystos .. ..	37
Weaver .. ..	1
Bankers .. ..	0
Sutgope .. ..	4
Total ..	<u>64</u>

In the Military or Hindustani Class, there are ninety-eight pupils upon the full pay of 5 Rupees, eight Free Students, nine Stipendiary pupils from Assam, making in all 115. Of these ninety-four are Mahomedans and twenty-one are Hindus. Of the Hindu students there are

	<i>No.</i>
Brahmins .. ..	9
Koystos.. ..	3

Chattries .. .. .	4
Banker .. .. .	1
Koormees .. .. .	3
Chumar .. .. .	1
Total ..	21

Ninety-three pupils are Natives of the North-Western Provinces and Assam and twenty-two of Bengal.

In the Bengali Class there are forty-nine Stipendiary pupils upon the full pay of 5 Rupees, and eighteen Free Students, making in all sixty-seven. Of these sixty-three are Hindus, one Mahomedan, and three Christians. Of the Hindu students there are

	<i>No.</i>
Brahmins .. .. .	27
Koysto .. .. .	18
Boidos .. .. .	9
Bankers .. .. .	0
Sutgope .. .. .	8
Weaver .. .. .	1
Total ..	63

The College consists of a Principal and nine European Professors, and five Native Teachers, Graduates of the College.

The tuition of the English Class is conducted by the European Professors, and the tuition of the Hindustani and Bengali Classes is conducted by four Native Teachers, under the superintendence of the European Professors.

The general management of the College and Hospital is vested in the Principal and the College Council, composed of all the Professors, under the immediate control of the Director of Public Instruction.

The following General Rules have been drawn up and sanctioned by Government, for the guidance of the Principal and Professors in their respective situations.

1. The government of the Medical College and Hospital, is vested in the Principal, aided by a Consultative Council, composed of all the Professors, subject to the general control of the Director of Public Instruction.

2. The Principal shall convene a Meeting of the Council whenever he may think it expedient to do so, or whenever a requisition signed by three Professors, and setting forth the question to be discussed, shall be made to him for this purpose.

3. At Meetings of the Council, the Principal, or in his absence, the senior Professor present, shall take the Chair. The Chairman shall have a vote on all questions put to the Meeting, and, in the event of opinions being equally divided, shall have a second or casting vote.

4. Minutes of the Proceedings of all such Meetings shall be forwarded to the Office of the Director of Public Instruction for record or for such orders as may be necessary.

5. Any proposal involving a change in the prescribed course of instruction, or in the general management of the College or Hospital, which the Principal may desire to submit for the sanction of superior authority, shall be laid before a Meeting of the Council for discussion before being so submitted; and the Principal, when forwarding his own proposal, shall forward also any resolution which may be come to on the subject by the Meeting.

6. All notices, orders, &c., relating to the internal management or economy of the College or Hospital, shall be signed and issued by the Principal.

It is now twenty-two years since the College was founded, and the new Hospital has been occupied for the last three years and a half. The 104 Sub-Assistant Surgeons, and 297 Native Doctors of the Secondary Class now in the Service were educated at this Institution.

This Session 10 of the English Class have taken their degrees as Graduates of the College, and fifty-three Native Doctors have been passed into the Service. Thirty-three Hindustanis from



the Upper Provinces, and twenty from the Bengali Class, chiefly Natives of Calcutta and the neighbourhood, and four Student Apprentices of the Medical Subordinate List, having spent two years in the College and having passed a good Examination, pass out of the College to join European Hospitals, in various parts of the country.

Under the present system, the College does not supply half the number of Sub-Assistant Surgeons and Native Doctors required for the Public Service, consequently there are now attached to the Military and Civil Departments in the Bengal Presidency 447 of the third or uneducated class of Native Doctors.

A large proportion of the students who enter the College from poverty chiefly, and other causes, cannot remain in it the five years required, to enable them to pass their final Examination, consequently the number of Graduates annually passed out of the Collège is very small; some enter into private practice, some go to England to prosecute their studies still further, and come out in the Service as Assistant Surgeons. Two of this year's Graduates proceed to England for this purpose.

All this causes a deficiency of the supply of Sub-Assistant Surgeons required for the Service.

An additional Grant, however, for a larger number of Stipendiary Students, and a little aid from Government in Class textbooks and Manuals, will obviate this want.

In the Military Class of Native Doctors there ought to be, agreeably to existing Regulations, 150 under tuition in the College, and 50 in the Bengali Class.

For the Bengali Class pupils can be had in abundance, but there is a difficulty in obtaining students from the Upper Provinces for the Hindustani Class, and this difficulty has lately been increased, by a knowledge of English being added to the test of qualification required of them previous to entering the College.

Up-country students are the best suited to serve with the Army, and to do duty in the Jails in the Upper Provinces, but

unfortunately the English language is not much cultivated in Upper India, and pupils of this description are at present not procurable. We require about eighty-five students to complete the Hindustani Class alone, and to fill these vacancies only about twenty candidates have as yet made their appearance, and these are chiefly from the Lower Provinces, and very few of them have any knowledge of English. The English test will require to be withdrawn for a time, and if additional pay were held out to students from the Upper Provinces who might feel inclined to qualify themselves in English, the English test might ultimately be added to the other qualifications that have heretofore been required of Native Doctors entering the Service, but, at present, arrangements must be made for the regular supply of Native Doctors for the Public, Civil, and Military Services.

It would also be advisable for the purpose of increasing the qualifications of the Medical Subordinates in the European Hospitals throughout the country, that a larger number of Hospital Apprentices should be sent annually to serve their two years in the College.

There will only be five Hospital Apprentices left in the College for tuition, after the four who have just passed their Examination, shall have left the Institution.

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## HOSPITAL.

THE Hospital is a noble building, wherein upwards of 800 European and Native sick are daily fed and clothed, and provided with the best Medical attendance, and besides these, from 200 to 250 out-door sick are daily provided with medicines and advice.

The Institution is well appreciated by the public, as it affords a comfortable asylum for the sick amongst the shipping in the harbour, and the numerous Native sick of the city.

Besides diffusing the above advantages to the patients within its walls, it affords a first-rate School of Instruction to the students of all classes in the College, so that they enjoy every possible advantage that can be derived from the study of the theory and practice of their profession and by which they are enabled to compete successfully in Examinations with Medical pupils educated at the best Schools in Europe.

The following is an abstract of cases treated in the Hospital during the year 1855, and a detail of the expenses of both the College and Hospital for that year :—

MEDICAL AND SURGICAL WARDS.	Remained.	Admitted.	Total.	Discharged.	Died.	Remaining.
Europeans and Eurasians, Male .....	70	2204	2274	1948	238	88
Female .....	13	313	326	287	29	10
Native, Male .....	104	2927	3031	2329	585	117
" Female.....	44	637	681	467	171	43
Out-door Dispensary.....	0	39662	39662	39662	0	0
LYING-IN-WARD.						
Midwifery Cases.						
Europeans and Eurasians .....	1	24	90	78	6	6
Natives.....	14	51				
General Cases, Women .....	0	76	76	63	8	5
" Children .....	0	11	11	6	4	1
Out-door Cases Women and Children ...	0	123	123	123	0	0
EYE INFIRMARY.						
Europeans and Eurasians and Natives, } Male and Female .....	61	421	482	403	5	74
Out-door Patients .....	368	1773	2141	1853	0	288
Total.....	675	48222	48897	47219	1046	632

\* \* \* \* \*

The number of Graduates this year is 10 and they have had the honor of receiving their Diplomas and honorary distinctions from the hands of the Governor General.

The Examinations for their Diplomas were conducted by the Professors of the College, and the Government Medical Examiner, Dr. Mackinnon, assisted by a Board of Assessors, unconnected with the College.

For Dr. Mackinnon's report of his Annual Examination of the 10 Graduates of this year, see Appendix C. page 22.

ABSTRACT OF THE REPORTS OF THE PROFESSORS ON THEIR  
RESPECTIVE ENGLISH CLASSES.

1. PROFESSOR Walker reports that the progress of the students of the Class of Anatomy and Physiology, and that of the students of the Dissecting Classes, English, Hindustani, and Bengali, has been satisfactory. He awards the prize of a Microscope and the first Certificate of Honor to Gopaul Chunder Dutt. The second Certificate of Honor to Mr. R. Watts, and the third Certificate of Honor to Rajkristo Ghosaul.

2. Professor Macnamara reports that the attendance and attention of the Class of Chemistry have been satisfactory, but that the preliminary English Education of many of the students has been so defective, that he fears they will never be able to qualify themselves for their Diplomas.

He suggests that the progress they have made at the end of the first year of study, should be taken as the test of their fitness for continuance in the College.

He awards a Book-prize and the first Certificate of Honor to Mr. R. Watts; second Certificates of Honor to Gopaulchunder Dutt and Nilmadhub Haldar; third Certificates of Honor to Mr. J. Cameron and Mohendrolall Sircar.

3. Professor Harrison reports of the Class of Descriptive and Surgical Anatomy that the attendance of the students has been perfectly satisfactory; that Rajkristo Banerjee is the best of the first year's student, and to him he therefore awards the Goodeve Silver Medal; that a first year's student, Umertolall Dutt, has exhibited such ignorance as to render it advisable to remove him from the College, should the reports of the other Professors of him be equally unfavorable.

He awards the Gold Medal and first Certificate of Honor to Gopaul Chunder Dutt; second Certificate of Honor to Mr. J. Vanderstraaten; third Certificate of Honor to Nimchund Goopta; fourth Certificate of Honor to Mr. B. Watts. He reports that the preliminary English Education of many of the students has been very imperfect; and that the papers written by the students of the second and third year, at the Test and Honor Examination, have been very indifferently got up.

4. Professor O'Shaughnessy reports that the general conduct and progress of the Surgical Class have been very satisfactory. He awards the Gold Medal and first Certificate of Honor to Mr. C. Hatchell; second Certificate of Honor to Rajendrochunder Chunder; third Certificate of Honor to Hurro Kristo Dutt; Dresser's Prize to Mr. J. Baily.

5. Professor Partridge reports of the Materia Medica Class, that the attendance of the pupils has been most satisfactory; that the students have become very familiar with the physical character of drugs, from frequent inspections and examinations of them in the Materia Medica Museum. He awards the Book-prize and first Certificate of Honor to Mr. J. Reid; second Certificate of Honor to Mr. J. Cameron; third Certificate of Honor to Mr. R. Watts; fourth Certificate of Honor to Mr. D. G. McCulloch.

As Professor of Clinical Medicine he awards the Clinical Book-prize in equal proportion to Dinonath Bises and Rajendrochunder Chunder.

6. The following is Professor Martin's report of the Eye Infirmary and Class of Ophthalmic Medicine and Surgery:—

The Eye Infirmary has been opened for out-patients and in-patients, European and Native, as in former years.

During the past year clinical instruction has been given to the more advanced students in Ophthalmic Surgery, on the plan adopted in the previous year, and with equal success; each student being as much as possible allowed to treat and have care of such patients as were allotted to them.

A systematic course of Lectures was given as usual on the subject of Ophthalmic Medicine and Surgery, comprising about thirty lectures during the summer Session.

He awards the Book-prize in equal proportion and first Certificates of Honor to Mr. E. Fitzgerald and Mr. Baily; second Certificate of Honor to Hurrokristo Dutt and third Certificate of Honor to Unnodachurn Kastogry.

7. The Professor of Medical Jurisprudence, Doctor Woodford, reports of his Class that, with one exception, he has had every reason to be satisfied with the attendance of his class, and with their general knowledge of the subject-matter of the course.

He awards the Gold Medal and first Certificate of Honor to Mr. C. Hatchell, who has already received two other medals at the Test and Honor Examination this year.

8. Professor McRae reports of his Class of Medicine. That the conduct and attendance of the students during the session has been satisfactory. That their answers at the Test and Honor Examinations, were particularly good, exhibiting an intimate knowledge of the symptoms and treatment of the diseases submitted to them, as tests of qualification.

He awards the Gold Medal and first Certificate of Honor to Hurrokristo Dutt; second Certificate of Honor to Dinonath Bises; third Certificate of Honor to Collydoss Bose; fourth Certificate of Honor to Rajendrochunder Chunder; fifth Certificate of Honor to Mr. C. Hatchell; sixth Certificate of Honor to Mr. C. Collins.

The four Native Teachers report generally favorably of the Hindustani and Bengali Classes.

Thirty-four of the Hindustani Class were presented for Examination, and thirty-two of them were passed as Native Doctors.

Twenty-two of the Bengali Class were presented for Examination, and twenty were passed into the Service as Native Doctors.

The following Medals and Book-prizes were awarded to those students who had made most progress in their classes :—

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#### HINDUSTANI CLASS.

*Gold Medal for General Proficiency.*

BHOYROPERSAUD PATUCK.

---

*Silver Medal for Anatomy.*

MUNRAKHUNPERSAUD DECHIT.

---

*Silver Medal for General Proficiency.*

SHAIK BOWALI BUKSH.

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*Book-prizes.*

SEWPERSAUD  
SHAIK FOYZOOLLA

SHAIK EMAM OODEEN  
KODRUT OOLLA

UMJID ALLEE.

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#### BENGALI CLASS.

*Gold Medal for General Proficiency.*

PEARY LALL SEN.

---

*Silver Medal for Anatomy.*

KALLY KRISTO SIRCAR.

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*Book-prizes.*

KHETTER MOHUN DUTT.

TAYLOKH NATH GOOPTA.

## COLLEGE OF MAHOMED MOHSIN AT HOOGHLY.

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FROM THE REPORT OF THE OFFICIATING PRINCIPAL  
MR. R. THWAYTES., B. A.

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### ENGLISH DEPARTMENT.

THE Annual General Examination of the Senior and Junior School was conducted by Mr. Thwaytes General Examination. Professor of Mathematics, Mr. Graves the Head-master, and Gobindchunder Seromonee the Head Pundit.

Second Class, Senior School. This class consisted of thirty-six students, of the average age of 16 years.

Mr. Thwaytes reports—

“The students of this class passed a fair Examination in Geography. They generally gave correct answers to the arithmetical questions given, but the operations were slovenly and much longer than necessary.”

Mr. Graves reports that this class passed a “good Examination.”

The Pundit reports that the students of this class passed a “good” Examination in Bengali.

This section consisted of twenty-eight students at the Third Class, Section A., time of Examination, of the average age of 15 years.  
Senior School.

Mr. Thwaytes reports—

“About one-half of the students of this section passed a satisfactory Examination in Arithmetic and Geography. There are some old boys in this section, whose attainments are far below the average of the class.”

Mr. Graves reports, that this section passed a “tolerable” Examination in Reading and Grammar.



The Pundit reports their progress in Bengali to be "mediocre."

This section consisted at the time of Examination of twenty-three students, of the average age of  
Third Class, Section B. 15 years.

Mr. Thwaytes reports—

"I was not pleased with the result of the Examination of this section. The students professed to have studied the four Quarters of the Globe, but only appeared acquainted with the principal places in Europe. They worked out the arithmetical questions given with great difficulty, made the operations much longer than necessary, and too frequently arrived at erroneous results."

Mr. Graves reports that this section passed a "good" Examination in Reading and Grammar.

The Pundit reports the progress in Bengali to be "good."

This section at the time of Examination, consisted of thirty-seven students, of the average age of  
First Class, Section A., Junior School. 13 years.

Mr. Thwaytes reports—

"This section passed a good Examination in Arithmetic and Geography."

Mr. Graves reports that it passed a "very good" Examination in Reading and Grammar.

The Pundit reports that the students had made "good" progress in Bengali during the year.

This section consisted of thirty students at the time of Examination, of the average age of  
First Class, Section B. 13 years.

Mr. Thwaytes reports—

"This section passed a very good Examination in Arithmetic and Geography."

Mr. Graves reports that it passed a "tolerable" Examination in Reading and Grammar.

The Pundit reports their progress in Bengali to be "middling."

This section consisted at the time of Examination of forty-one students, of the average age of 12 years.  
Second Class, Section A.

Mr. Thwaytes reports—

“About one-half of the students of this section passed a good Examination in Arithmetic and Geography, and the other half passed a very bad one; but as the students are generally young, I trust more progress will be made next year.”

Mr. Graves reports that it passed “a tolerable” Examination.

The Pundit reports their progress in Bengali to be “good.”

This section at the time of Examination consisted of forty boys, of the average age of 11 years.  
Second Class, Section B.

Mr. Thwaytes reports—

“Many of the boys in this section passed a tolerable Examination, but the boys generally are not quite so far advanced as Section A. of the same class.”

Mr. Graves reports that it passed a “tolerable” Examination.

The Pundit reports their progress in Bengali to be “good.”

This section consisted of thirty-three pupils at the time of Examination, of the average age of 9 years.  
Third Class, Section A.

Mr. Thwaytes reports—

“Above three-fourths of the boys in this section passed a very good Examination”

Mr. Graves reports that boys in this section passed a “tolerable” Examination.

The Pundit reports that the students passed a “good” Examination in Bengali.

This section consisted of twenty-eight boys at the time of Examination, of the average age of 9 years.  
Third Class, Section B.

Mr. Thwaytes reports—

“The students of this section passed a very good Examination in Arithmetic and Geography.”

Mr. Graves reports that the students of this section passed a "middling" Examination.

The Pundit reports their progress in Bengali to be "good."

This class was examined by Mr. Ure, and the result reported by him as "satisfactory." Average age 8 years.

Fourth Class, Sections  
A. and B.

The Pundit reports the Examination in Bengali to be "good."

### FROM THE REPORT OF THE VISITOR, DR. SPRENGER.

#### ORIENTAL DEPARTMENT.

The questions for the Arabic Scholarship Examination were sent from Calcutta, and they were given to the pupils for writing their answers on the 7th April and the three following days. Both the candidates for Senior and Junior Scholarships deserve very great credit for the manner in which they answered them, and it appears to me that the Junior Department has, this year, surpassed the corresponding Department of the Calcutta Mudrissa. This is the first instance I recollect in which they gained the Prize, and I trust there will henceforth be a praiseworthy rivalry among the two Institutions.

In 1851, when I for the first time examined the Hooghly College, it was my painful duty to bring to the notice of the Council of Education a very discreditable system of fraud. The pupils had received the answers to the questions from outdoors and one passed them over to another. This year I paid very great attention in examining the papers, to see whether they contained any indication that unfair means have been employed in writing them, and I am happy to say that I could not find a single trace of unfair practice either in the papers of the Hooghly or Calcutta Mudrissa. Every one who has since a long time observed these two Institutions will bear testimony, that of late years their moral tone has improved beyond all expectation.

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I could devote only one day, the 10th April, to the Examination of the elementary classes of the Hooghly Mudrissa, and it will be necessary that I go there in June to arrange with the Teachers regarding the course of study to be pursued during the next Session. I had, however, sufficient time to examine every boy, and to convince myself that, though the quantity which they had learned might perhaps have been greater, what they professed to know they know well. This is a great improvement, because the great fault of the Institution was that the pupils were allowed to proceed to difficult studies before they had mastered the rudiments.

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FROM THE REPORT OF MR. THWAYTES.

ANGLO-PERSIAN DEPARTMENT.

The students in this Department were examined by Mr. Kerr, the Principal of the College, and as he made no remarks, I presume he considered the result of the Examination satisfactory.

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This class is open daily an hour before the College opens, and an hour after it closes, for the benefit of students attending other Departments of the College, and is largely resorted to both by Hindus and Mahomedans. There are also three pupils who attend the Drawing Class only between the hours of 10 and 12 daily.

## HOOGLY BRANCH SCHOOL.

*Affiliated to the College of Mahomed Mohsin.*

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FROM THE ANNUAL REPORT OF THE SCHOOL.

HEAD-MASTER—BABU KHETTER MOHUN CHATTERJEE.

THE Examination was conducted by Babu Eshan Chundra  
Banorjya and Pundit Bhuggoban Chunder  
General Examination. Roy.

Babu Eshan Chundra Banorjya submitted the following  
Report :—

\* \* \* \* \*

“The result of the Examination was, *on the whole*, satisfactory. If there was no display of extraordinary merit, there was not, on the other hand, any marked deficiency, beyond what has been noticed below, calling for special comment. To all appearance, the School maintains its reputation.”

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## DACCA COLLEGE.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL,  
MR. W. BRENNAND.

IN consequence of the over-crowded state of the College, and the increased demand for admission to it during the year, it was considered to be a favorable opportunity for raising the Schooling-fees, and it was resolved that from the 1st of December the fees for admissions and promotions from class to class in the College and Senior School Departments should be fixed at 2 Rupees and 8 annas, and in the Junior School Department at 1 Rupee and 8 annas. The effect of increasing the fees has been to cause some slight diminution in numbers, and it is to be expected that a still further decrease will take place at the beginning of the next Session when the increased rate of Schooling-fees will come into full force. But this is not to be regretted as the College is still over-crowded and as other means of instruction have been afforded by the creation of several elementary Schools where a lower rate of fees is charged.

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The number of pupils on the Rolls on the 1st of June 1855 was 487, and at the end of April 1856 the number was 455; there has, therefore, been a decrease of 32, occasioned by the withdrawals being latterly in greater proportion than the admissions.

\* \* \* \* \*

The great disproportion between the number of Hindu and Mahomedan students has attracted some attention during the year. While the desire for Education among the former has been on the increase, there has been no apparent change in this respect on the part of the latter. A marked indifference has been manifested by the Mahomedans to the study of English. There are only twenty-four students of this class in a total of more than 450, and of these only very few are the children of men holding high rank in the city.

It was urged by the Mahomedan gentry in their petition on the subject that the disproportion alluded to, arose from there being no instruction given in Persian and Urdu; and they state that if the same encouragement were given for the study of these languages, as for the study of Bengali, there would be a greater inducement for Mahomedans to send their children to the College.

It was deemed necessary to re-consider the question of forming a class for Persian and Urdu, and as there was no great inconvenience to be apprehended from the measure, at the recommendation of the Committee, a Moulvie was appointed to give instruction in Urdu to such of the students as wished to learn this language in preference to Bengali, and also to teach Persian to such extent as might be customary or desirable as a means of improving the pupils in Urdu. Though no effect has been produced in the way that was originally anticipated, yet the establishment of Urdu Classes has been advantageous to the Christian students, who from the difficulty of keeping up with their Hindu class-fellows have hitherto done very little in the study of the Vernacular language, but who are now allowed to attend the Moulvie during the time their class-fellows are engaged in Bengali.

During the past year a great number of students have left from the higher classes of the College. Among the most successful of those who have obtained employment are Mr. Carapiet Stephen, who has been appointed an extra Assistant to the Commissioner in the Punjab, on a salary of 250 Rupees. Mr. Thomas Kallonas is engaged as an Agent, on a salary of 100 Rupees. Babu Sreenath Banerjee appointed Head-master of the Serajunge School, salary 80 Rupees. Babu Deno Bundoo Mullick appointed Sub-Inspector of Schools in the Dacca District, salary 150 Rupees. Mr. Alfred Tydd, Assistant in a Tea Plantation, salary 100 Rupees.

It may not be deemed out of place as some proof of the estimation in which many of the ex-students of the College are held by their superiors to insert the following extract from a letter nominating Babu Hurrikissere Roy to be the Serishtadar of the Judge's Office, in the District of Mymensing. "I selected him for this

important situation from among the Officers of the Court, not so much on account of his abilities which are of a fair standard, but above all to his high reputation throughout the District for strict honesty and integrity. He has now been acting in the situation for the last five months with great credit. He also belongs to a very respectable family."

\* \* \* \*

The Second and Third Classes of the Senior School were examined by Mr. Brennand in History and Mathematics, by Mr. Tydd in English Literature and the Vernacular, and by Mr. Robinson in Geography.

The results of these Examinations show that in the Second Class, consisting of twenty-three boys, there were

Nine good, or nine who obtained 60 per cent. and upwards of the highest marks assigned for all subjects.

Thirteen middling, or thirteen who obtained from 40 to 60 per cent. of the marks for all subjects.

One bad, or one who did not obtain the marks necessary for promotion, namely 40 per cent.

The progress in this class has, upon the whole, been good. The only exception was in English Grammar, in which subject the Examiner states that he noted a great deficiency.

The same remarks apply also to the Third Class, Section A., consisting of twenty-eight boys, of whom there were

Twelve good.

Eleven middling.

One bad.

Four absent.

In Section B. of the Third Class, the results were not so favorable. Out of twenty-six boys, there were

Four good.

Twelve middling.

Ten bad.

The Examiner in English Literature reports that—"The students of this section passed a fair Examination in oral Reading, but



their Explanation and Grammar, as well as their Vernacular studies, were in general imperfect. In History the result of the Examination was not good, but this will, doubtless, have arisen from the great difficulty that has been experienced in procuring class-books, and from the lateness of the period at which the students commenced reading History. In Mathematics the pupils were generally more successful." The Examiner in Geography says—"I cannot report very favorably of the Third Class, Section B., Senior School Department. Many of the pupils appear too old for their position in the Department. All the classes I examined were more or less deficient in their acquaintance with the Map. This is in a great measure attributable to the unserviceable state of the School-room Maps, which are old and defaced with numerous erasures, sometimes of single towns, but more frequently of entire districts."

The progress of this section of the First Class during the year has been good in all subjects, the results show that out of twenty-eight boys there were

Thirteen good.

Eleven middling.

One bad.

The reports on this section are not quite so favorable. Mr. Tydd says—"This section passed a very satisfactory Examination in their Vernacular studies with the exception of Grammar, in which nearly all failed, in other respects the Teacher has bestowed his usual laudable attention on his pupils. In oral Reading they passed a fair Examination but in Explanation and English Grammar they were generally defective."

This section has made good progress in English, the pupils are generally able to read with fluency and to explain the difficult words which occur in their lessons, but they have not yet paid much attention to the meanings of sentences. In the Vernacular, the Examiner states that—

"They passed a very satisfactory Examination in their Reading, Explanation, and Dictation, but it appears that little or no attention was paid to Grammar."

Mr. Robinson reports—"The Arithmetic of the classes I examined was very satisfactory for the most part, the only exception of importance occurring in the upper section of the Second Class of the Junior Department, where there are about eight boys who have made no progress at all in this subject during the year."

From the general Returns of the Examinations, it appears that the section consists of thirty-two boys, of whom

Seven were good.

Seventeen middling.

Eight bad.

Consisting of twenty-nine boys, three of whom were absent, during the time of the Examinations.  
Second Class, Section B.,  
Junior School. Of the others

Three were good.

Sixteen middling.

Seven bad.

Mr. Tydd examined the boys of this section in their English and Vernacular studies. He says—"They passed a tolerable Examination in English oral Reading and Explanation, but little or no attention has been paid to Grammar. The progress made by the pupils of this class in their Vernacular studies during the year, I consider satisfactory : a due attention has been paid to the subject by the Teacher."

The other classes of the Junior Department were examined in their English studies by Mr. Scott and in the Vernacular by Babu Koilas Chunder Ghose.

Mr. Scott reports that—"One-half of the pupils of this Section read with proper intonation and distinctness."  
Third Class, Section A.,  
Junior Department.

"Spelling in which they are expected to be proficient, not consequently being a special branch of study, is much forgotten."

"Explanation appears to be assumed by the lads generally as a synonyme for literal translation into Bengali, in which sense of the term they acquitted themselves as well as possible, whilst the true sense of what they read and more particularly of idiomatic phrases as they occurred in their lessons was scarce perceived by them.

"In Grammar the answers of the class upon the whole were very satisfactory."

Babu Koilas Chunder Ghose says—"I am happy to state that the boys of this class, on the whole, acquitted themselves to my entire satisfaction in both the subjects in which I examined them."

The number of boys in this section is thirty. Of them

Six were good.

Twelve middling.

Twelve bad.

In Section B., of this class, there are thirty-one  
Third Class, Section B., boys, and from the Returns it appears  
Junior Department. that

Six were good.

Fourteen middling.

Eleven bad.

Mr. Scott, who examined them in English, says—"Fifteen pupils of this section read with clearness, due regard to stops, and accuracy of pronunciation; six tolerably in those respects; and ten very indifferently.

In their attempt at Explanation they translated, generally by rote, page after page, into Bengali, whilst the exact signification and scope respectively of the more difficult words and sentences in the lessons of their text-book were but obscurely perceived by the majority.

Of Grammar they exhibited knowledge not unequal to what was required of them.

The Examiner in the Vernacular states that—"This class passed a very satisfactory Examination in Grammar. Nearly half the

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number of boys also did fairly in Reading and Explanation ; but the rest not so well. The principal fault I found with the latter was their deficiency in Orthography."

The Examiner in English, Mr. Scott, remarks that—"The  
 Fourth Class Section pupils of this section, on the whole, read  
 A., Junior School. and translated in a very satisfactory  
 manner, being a little in advance of those of Section B.

\* \* \* \* \*

Babu Koilas Chunder Ghose examined the Fourth Class in Arithmetic, Dictation, and in the Vernacular. He says—"The boys of this class passed generally a very creditable Examination in Arithmetic and English Dictation with the exception of three at the bottom of it. Their Explanation of the Bengali Reader was for the most part fair, though many of them were found deficient in Orthography. Mohim Chunder Roy is the best in this class in Arithmetic".

The reports of the Examiners on the other three sections of this class are generally very favorable.

The Examinations of the Urdu Classes were conducted by the Principal Sudder Ameen, Moulvie Mahomed Nazim, who reports as follows upon the manuer in which the pupils acquitted themselves :—"I examined their papers and awarded the highest mark to Mahomed Azgur whose translation was creditable. The translation of A. Avdall was not satisfactory, and I was obliged to give him only 20 marks. Besides that, I had to examine the thirty boys of the lower classes, out of them seven were absent, and the rest whom I examined in oral Reading and Translation, among them Abdool Mozafur Abdoolah has passed a very good Examination ; his translations from Urdu to Persian and Persian to Bengali were creditable, therefore I gave him 95 marks out of 100 ; and the other named Mahomed Arshud, though he is not conversant with the translations, yet I am highly satisfied with his oral Reading, consequently he was fit to get 70 marks.

"I further beg to say, that I am highly pleased with the acquirements of the Persian and Urdu scholars, whom I examined on

the subjects. Considering the time during which they have read the subjects, it appears to me that they have made a fair progress ; but I am sorry to say, that as the Persian and Urdu Grammar are not yet introduced in the College, the boys are very defective in speaking and writing the languages with propriety, therefore it is my advice, that besides the books which are in use in the College for the instruction of the languages, the following books should also be introduced, viz., Meezan Parsee, Anour Sohalee, Kaida Gilcrist, and Bagobahar."

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## KISHNAGHUR COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, MR. E. LODGE, B. A.

THE Examination of the School Classes commenced on the 1st of April, and was conducted by the Principal, Head-master, and Head Pundit.

This class consisting of sixteen students, of the average age of 18 years, was examined by the Principal, Head-master, and the Head Pundit.

Second Class, Section I., Senior School.

The Principal remarks—

“The two sections of this class were examined together in Literature and Mathematics, and in the latter subject, judging by the questions set for the Junior Scholarship candidates, they are above the standard required for their position in the School.”

The Head-master remarks—

“In Grammar and Geography I consider these boys have acquitted themselves very well. Several of them gave neat Maps of Italy. History was not so good.”

The Head Pundit remarks—

“I am very happy to be able to bear testimony to the excellent Examination passed by the First Section of the Second Class, Senior School Department.”

This class consisting of nineteen students, of the average age of 16 years and 9½ months, was examined by the Principal, Head-master, and the Head Pundit.

Second Class, Section II., Senior School.

The Principal remarks—

“The Reading and pronunciation of the boys in this section as well as of those in the other section cannot be found fault with, but their Hand-writing, Spelling, and power of expressing themselves in English might all be very much improved.”

The Head-master remarks—

“I examined these boys in History, Geography, and Grammar. They did not give a very good Examination. They require more

practice in writing out, and especially their Hand-writing requires improvement."

The Head Pundit remarks—

"The greater portion of these boys passed a good Examination in Bengali."

"This class consisting of twenty-nine students, of the average age of 15 years and 7 months, was examined by the Principal, Head-master and the Head Pundit.

Second Class, Section  
III., Senior School.

The Principal remarks—

"I have put down in a column what appears to me to be the ages of the students in this class, and it will be seen that many of them are much too old to be so low down in the School, and indeed I hardly think it would be good either for themselves or for the College to allow many of them to continue their studies for more than another year."

The Head-master remarks—

"In Geography only ten boys passed well and not one was able to give any thing like a decent Map of Hindoostan. In History ten boys did very well, but they all require much exercise in writing out answers. They express themselves badly."

The Head Pundit remarks—

"These boys passed tolerably well, their chief defect being in Sanscrit Grammar."

This class consisting of thirty-seven students, of the average age of 15 years and 2 months, was examined by the Head-master and the Head Pundit.

First Class, Junior  
School.

The Head-master remarks—

"With one or two exceptions these boys passed a very poor Examination. I fear their books are much too difficult both for them and their Master."

The Head Pundit remarks—

"These boys passed a very fair Examination in Bengali but in Sanscrit more than half of them failed to answer some few very easy questions in Grammar."

This class consisting of twenty-four students, of the average age of 14 years and 1½ months, was examined by the Principal and the Head Pundit.

Second Class, Junior School.

The Principal remarks—

“It will be seen by the ages of these boys that many of them are much too old to be in the Second Class of a Junior School Department, and consequently the Examination passed by the class generally was heavy and slow. There are however several very promising young boys in it, and I must remark on the defects of the others that I attribute no blame to the Master who has been at this College but for a short time, and with whose industry and intelligence I am well pleased.”

The Head Pundit remarks—

“This class appears to have been carefully taught in Bengali. Most of the boys acquitted themselves in a manner that gave me much satisfaction.

This class consisting of twenty-nine students, of the average age of 12 years and 2½ months, was examined by the Head-master and the Second Pundit.

Third Class, Junior School.

The Head-master remarks—

“These boys have studied 28 pages of the Azimghur Reader. The Geography of Asia as in Clift; Grammar (Lennie’s) as far as Verbs, and Arithmetic as far as Proportion.

“Twelve boys acquitted themselves very well considering their standing. All would have done more had not so many changes of Masters taken place during the year.”

The Second Pundit remarks—

“Some four or five boys of this class acquitted themselves remarkably well, the rest, with a few exceptions, passed a fair Examination.

This class consisting of sixteen students, of the average age of 11 years and 10 months, was examined by the Principal, who remarks—“These boys have read 28 pages of “The Moral Class Book,” 15 of Murray’s Abridged Grammar, 14 of Clift’s First Geography, and the best

Fourth Class, Section I., Junior School.



of them have gone through the Compound Rules of Arithmetic.

“With their reading and pronunciation I was much pleased, and I was also well satisfied with their English Explanations. The Geography had been got by-heart and they did not understand it. In Grammar and Arithmetic they passed a fair Examination.”

This class consisting of ten pupils, of the average age of 11 years and 3 months, was examined by the Head-master, who remarks—

Fourth Class, Section II., Junior School.

“These little boys gave me great satisfaction both in their style of reading and sharpness in working easy sums in Numeration and Addition.”

This class consisting of twenty-three pupils, of the average age of 9 years and 11 months, was examined by

Fourth Class, Section III., Junior School.

the Head-master, who remarks—

“There are twenty-three boys in this class, sixteen of whom joined during the past year. With the exception of the two last on the list, they have all read the 1st Chapter, (22 pages) of the No. I Reader, and I was much pleased with their Reading, Spelling, and meanings (Bengali). They are all very young, very intelligent, and very promising children. The last two are very young children and only joined twenty-five days ago, and yet the elder has learnt all his letters and is reading easy words of three letters.

“They (with the exception of the last two) worked questions in Numeration very correctly, but only a few knew any thing of the Multiplication Table.”

The library is much resorted to both by the pupils and by the Masters, many of the books are now old and some can only be used with the greatest care. The additions made during the past year amount to 170 works in 270 volumes; and several more shelves are required which must be procured after the College has been removed to the new building.

## BERHAMPORE COLLEGE.

### FROM THE REPORT OF THE LOCAL COMMITTEE.

OFFICIATING PRINCIPAL—MR. A SMITH, M. A.

THE Library consists of books to the value of Rupees 1,612-6- $\frac{1}{2}$ , which is an increase of only

The Library.

Rupees 71-9-0 upon its value last year,

but continues to be of the greatest service to both Masters and students; and there cannot be a question that, with the increase of its resources, which will shortly take place to some extent, the benefits which it confers will be proportionably extended and duly recognised.

The Committee beg to notice, with sentiments of the liveliest satisfaction, the munificent donation of

Donation.

Rupees 400 from Rajah Prosunnonath

Roy Bahadoor, Digah Putteea, for the purchase of almirahs for the College Library. An order has been given for their construction, and it is expected that in the course of a month or so they will arrive to adorn the room in which they will be set up as well as serve the particular purpose contemplated by the donor.

The College possesses a few good Surveying Instruments, but

Philosophical Instru- is in immediate want of others to illustrate by models Mechanics, Hydrostatics, Hydraulics, and Pneumatics.

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In the Report of last year, the Principal, in adverting to the infantine character of the Institution of the Berhampore College, and to the fact

Scholarship-holders.

springing out of it of none of the students having gained Scholarships, stated his conviction of the probability of this and succeeding years producing candidates for this distinction. As regards this year, his hopes are exceeded by the event. The

probability has become a fact. Eleven candidates presented themselves, six of them being original students of the College; five succeeded in gaining Scholarships, and of these three were original students.

In conclusion, the interest manifested by the Native community in the existence and welfare of the College and their appreciation of the blessings it diffuses among them appear to be unabated, as manifested by the number of students, which exceeds that of any month since September of last year, by the eagerness evinced for the admission of their boys, and the feelings with which they regard the results of the Examinations.

The Examinations of the Junior Department commenced on the 4th April and ended on the 15th. Some difficulty was felt at the removal of the Principal just on the end of Examination, but the opportune presence of Mr. Hodgson Pratt in the station and the ready consent which he gave to afford such assistance as his numerous avocations would admit of, enabled the Officiating Principal, in conjunction with the Third Master Mr. Graves, thus aided to conduct the Examination to a satisfactory conclusion. The services of the Pandit Babu Sreesh Chander Biddayrutna were also secured for the Examinations of the upper classes in the Vernacular.

Nineteen boys; average age  $16\frac{1}{4}$  years; instructed by Mr. Grisenthwaite and examined by Mr. Pratt and Mr. Graves.

First Class, Section I.,  
Junior Department.

Mr. Pratt says—

“In Literature it appeared to me that the class were very deficient in respect to being able to give the substance of the passages read, and there were some phrases which it was pretty evident had never been properly explained by the Master, as there was not one boy in the class who had the least notion of their purport. Their History had been got up by-heart, word for word, and whenever questions were put in such a shape that they could not be answered by quotations out of the book, the answers were bad. I have precisely the same remark to

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make in regard to the Examination in Grammar and in Geography, but the students on the whole acquitted themselves better in these two subjects than in History."

Mr. Graves says—

"This class passed a fair Examination in Arithmetic. Their Geometry was a failure."

Their Bengali is reported to be highly satisfactory.

First Class, Section II.,  
Junior Department.

Twenty-five boys; average age 14½ years, under Babu Hurry Doss Ghose, Teacher. Examined by Mr. Pratt and Mr. Graves.

Mr. Pratt says—

"I was better satisfied with this section than with the First Section in Literature, but they failed in History in the same way as the First Section, and their answers in Grammar were very unsatisfactory. Their Dictation, too, was by no means creditable."

Mr. Graves says—

"This section passed a satisfactory Examination in Arithmetic."

"Pundit Sreesh Chunder Biddayrutna reports that their Examination on *Charoopat* was very satisfactory; in Grammar and Translation tolerably well.

Twenty-one boys; average age 13½ years; Babu Nilmoney Gangooly Teacher. Examined by Mr. Pratt and Mr. Graves.

Second Class, Section I.,  
Junior Department.

Mr. Pratt says—

"This class passed a fair Examination in Literature, *i. e.* in explaining meaning of passages and in their mode of reading, but were very deficient in Grammar. In Geography they were on a par with the other classes examined by me."

Mr. Graves says—

"In Arithmetic the First Division, consisting of eighteen boys, passed a most satisfactory Examination. The Second and Third Divisions did not acquit themselves quite so well as the First Division."

Their Bengali is reported to be fair.

Second Class, Section II.,      Nineteen boys; average age 13 years ;  
Junior Department.      two were absent, sick ; Babu Sreenath  
Sen, Master. Examined by Mr. Pratt and Mr. Graves.

Mr. Pratt says—

“A fair Examination in Literature.”

Mr. Graves says—

“I was not so well satisfied with this section as with the First Section of the Second Class in Arithmetic.

“In Geography and Grammar I had no reason to be dissatisfied with them.”

Their Bengali was reported very satisfactory.

Third Class, Section I.,      Thirty-one boys ; average age 13 years ;  
Junior Department.      Babu Modhoosoodun Bhadoory, Master.  
Examined by Mr. Smith and Mr. Graves.

Mr. Smith says—

“In Arithmetic the class was examined in the Compound Rules and Reduction, with which they were so imperfectly acquainted that not one obtained more than half the full marks.

“The Reading and Explanation of six of the boys were good and of three-quarter of the remainder, tolerable.”

Mr. Graves says—

“The class passed a very fair Examination in Geography and Grammar. It was manifest from the answers they gave that their Master had taken great pains with them.

“Their Bengali was reported satisfactory.”

Twenty-one boys ; average age 12½ years ; Babu Jogobundhoo  
Third Class, Section II.,      Mookerjea, Master. Examined by Mr.  
Junior Department.      Smith and Mr. Graves.

Mr. Smith says—

“In Arithmetic, which comprised the Simple and Compound Rules, three boys did very creditably ; on the part of the rest it was an utter failure.”

Mr. Graves says—

"This Section did very well in Literature and Grammar ; not quite so well in Geography."

"Their Bengali was reported very satisfactory."

"Twenty-seven boys ; average age 11 years, under Babu Raj-  
 Third Class, Section narain Chuckerbuttee, Master. Examined  
 III., Junior Department. by Mr. Smith and Mr. Graves.

Mr. Smith says—

"The Reading and Explanation on the whole, creditable, of six boys very good."

"In Arithmetic the class is divided into three Sections, the highest of which works Compound Subtraction, one boy in the first Section and three in the second, distinguished themselves, and generally the class passed creditably."

Mr. Graves says—

"In Grammar four boys gained full marks, eight did tolerably, but the others seemed to know little or nothing of what they had learnt. The lessons do not appear to have been explained to them.

"Their Bengali was reported on the whole, not satisfactory."

Twenty-seven boys ; average age 10 years, one absent, sick ;  
 Fourth Class, Section I., Babu Brijosoonder Nang, Officiating  
 Junior Department. Master. Examined by Mr. Smith and

Mr. Graves.

Mr. Graves says—

"First Division four boys did very fairly in Reading, Explanation, and Spelling. Second Division fifteen boys ; Reading and Explanation good, on the whole Spelling bad. Third Division, eight boys ; Spelling a little better in this Division.

"Their Bengali was reported to be a great failure."

Fourth Class, Section Twenty-six boys ; average age 9 years ;  
 II., Junior Department. Babu Gobind Chunder Bose, Master.

Mr. Smith Examiner—

"The class is divided into three sections, of which the last, consisting chiefly of new-comers, is by far the most numerous.

"In Reading and Spelling only a beginning has been made but that very promising. The pronunciation is also very clear and correct.

"In Arithmetic the First Section failed, the second did fairly in Subtraction. No Arithmetic taught below this.

"Their Bengali was reported satisfactory."

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## HOWRAH SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—MR. H. ALEXANDER.

HEAD-MASTER—BABU BHOODEB MOOKERJEE.

THIS School continues to be very efficiently managed, and is steadily rising in reputation. The number of pupils on the Rolls is 236, and the average Schooling-fees per mensem amount to Rupees 260.

From the comparative Statement noted in the margin, it

Year.	No. of pupils at the close of each year.	Average daily attendance.	Schooling-fees collected during each year.
1851-52	135	112	1,684 0 0
1852-53	144	125	2,037 12 0
1853-54	163	145	2,082 7 0
1854-55	184	179	2,428 0 0
1855-56	236	207	3,107 6 0

will be seen, that the present increase both in attendance and income may be attributed to a gradual appreciation of the benefits of systematic Education by the Native community of Howrah. The applications for admission are still so numerous, that

with additional accommodation which has been sanctioned by Government, and additional Teachers, the Institution promises to be independent of Government aid, and to contribute in a great measure to its own support.

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The General Examination was held on the 21st, and continued to the 23rd of April, and was attended by the Rev. H. H. Harrington, Mr. H. L. Dampier, Babu Greeshchunder Ghose, and the Secretary.

The First Class consisted of fourteen boys, six of whom being candidates for Junior Scholarships, it was deemed unnecessary to examine the rest.



The Second Class was examined by Mr. Dampier. It contained twenty-nine boys, of whom twenty-five were present; their ages varied from 13 to 17 years. The Examiner remarks as follows:—"The general state of the class is good. The progress of the boys, especially in English Reading, Explanation, and Geometry, does them great credit. There is, however, a want of neatness and tidiness about their writing which calls for special attention on the part of the Master. In translating from Bengali to English their style is too diffuse. Care should be taken to teach them the proper use of the definite and indefinite Articles in which most of the boys seem to fail."

The Third Class was examined by the Rev. Mr. Harington. It contained twenty-six boys, of whom one was absent; their respective ages were from 12 to 15 years. The Examiner reports—"I have pleasure in noting the progress and improvements of the several members of the Third Class in the several branches of study in which I examined them. Accuracy, intelligence, and a desire to advance in knowledge, are manifested by the pupils, no small guarantee of future success. Almost all manifest an aptitude for Arithmetic and Geometry, and a ready facility in performing complex calculations."

The Fourth Class, consisting of thirty-nine boys; average age 13, was examined by me. The generality of this class read well, though their pronunciation is sometimes defective; almost all the boys translated into Bengali very readily, and appeared to understand the meaning of the English sentences. Their parsing was not so good, but this may be attributed to their not having learnt Grammar yet. Geography—I am sorry to say, I am not satisfied with their replies, so long as they can repeat as they have learnt, they will answer by rote readily enough, but transpose the sentence, and they seem quite put out. However taking the Examination as a whole, I have every reason to be satisfied with the progress of the students, and the attention which has been paid to them by their Teacher. Hand-writing shows a fair progress, but they require much attention in the

formation of their letters, which do not seem to be regulated by any system. Some boys write a large round text, others as they seem disposed to write. There ought to be a uniform system in each of the classes.

In Arithmetic and Vernacular the class was examined by Babu Bhodeb Mookerjee, the Head-master, who states that "the result of the Examination in the former branch of study was very unfavorable, and in the latter, although a great deal has been done to improve the Reading and Orthography of the pupils, yet they have much to unlearn of what they acquired in the Patshalas before they can attain fluency and correctness in Reading and Writing."

The Fifth Class contained forty-one boys, whose ages ranged from 10 to 13 years.

They were examined by Babu Greesh Chunder Ghose whose report is as follows:—

"A great majority of the boys read and explained with considerable fluency and accuracy several passages selected at random from Prose Reader No. II. and Chambers' Budiments which formed their class books. In Geography they could not acquit themselves so well, nor were their exercises in Arithmetic satisfactory; however they did very well in Bengali."

The Sixth Class was likewise examined by me. It contained forty-three pupils; average age 10 years.

"The two first columns, English Reading and Bengali Explanation, are so very similar, that there is but little difference in the marks. Some of the boys translated into Bengali very readily, two boys in particular, Puddolochun Paulit and Moneymohun Ghose. Their Reading is tolerably fluent, but their pronunciation defective, particularly words commencing with the letter S. Geography—one or two of the boys answered very well. Puddolochun Paulit, Moneymohun Ghose, and Preonath Ghose were the best advanced boys. The generality so far as they have learnt appear to have learnt by rote, although they readily pointed out places called for on the Map. Bengali Reading and

Dictation—the boys appear to be very much on a par. English writing—the generality, inferior. Altogether the class progresses very satisfactorily.”

The Seventh Class, containing forty-five very young lads, is divided into sections. They were examined by a Native gentleman present, who remarks—

“That the boys exhibited a singular aptness in every thing that might be expected from them ; their answers were extremely satisfactory and were almost invariably of very high merit, considering the age and capacity of the boys.

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## **OOTERPARAH SCHOOL.**

**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—MR. H. ALEXANDER.**

**HEAD-MASTER—BABU RAMTONOO LAHOORY.**

THE Ooterparah School has been now in existence ten years, and upholds its reputation as a useful and well-conducted Institution. The number of pupils on the Rolls is 204, and the average amount of Schooling-fees 244 Rupees per mensem. Although the accession of new boys has not been so large as in the Howrah School, owing chiefly to the want of additional accommodation, the value of the Education imparted appears to be fully appreciated by the steady, though slow, increase in the number of Scholars.

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The General Examination commenced on the 21st of April, and was continued till the 25th. It was attended by Babus Joykissen Mookerjee and Tarucknath Chatterjee, Members of the Local Committee, Mr. R. Hand, Babu Dyalchand Bysack, and several other Native gentlemen.

Of the fifteen boys in the First Class five having competed for Junior Scholarships, it was deemed unnecessary to examine the rest.

The Second Class was examined by Mr. Hand. It contained twenty boys, of whom nineteen were present; their ages varied from 14 to 18 years. The Examiner reports, that "the class is in a very efficient condition; the boys appear to have been carefully taught, and the very fair equality in their attainments shows that the Teacher has done his work well and creditably. In Bengali the students acquitted themselves very creditably."

The Third Class, consisting of thirty-two boys; whose ages vary from 13 to 18 years, was also examined by Mr. Hand in Literature,

and Babu Banymadub Banerjee in the other subjects of their study. The latter gentleman remarks "that although he had every reason to be satisfied with the general results of the Examination, he found the majority of the class answer all the questions *verbatim* as given in the books from which they had been taught, and he thought this mere exercise of memory tended to a great extent to defeat the object of historical instruction."

In Vernacular the class was examined by Babu Tarrucknath Chatterjee, who expresses his satisfaction with their answers.

The Fourth Class, containing thirty-two boys; average age 14 years, was examined by Babu Banymadub Banerjee who remarks "that in Reader No. IV., Grammar, Geography, Arithmetic, Translation, and History, the pupils on the whole, passed a good Examination. Their general progress, however, was rather slow, the boys having, on an average, read  $2\frac{1}{2}$  pages of the English Reader per month. In other subjects their progress has been equally slow.

"In Bengali the class did not pass a creditable Examination."

The Fifth and Sixth Classes consisted of thirty-four and thirty-five boys respectively. They were examined by one of the Native gentlemen present, who makes no particular remark on their attainments.

The Seventh Class was divided into two sections and consisted of thirty-five boys, whose ages varied from 8 to 11 years. They were examined by Babu Coylas Chunder Mookerjee, who remarks, that "in all the subjects of their study they passed remarkably well, the only fault found was in the spelling of words from Reading Lessons. The attention of the Master has been drawn to this defect. The Pandit of the School, who examined both Sections of this Class in Bengali, reports his satisfaction with the manner in which the boys acquitted themselves at the Examination.

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At the close of the Session Babu D. C. Bysack liberally offered a silver medal to the best student in Mathematics and was permitted by the Local Committee to select questions for Examination in that subject.

## MIDNAPORE SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—MR. W. H. BRODHURST.

HEAD-MASTER—BABU RAJNARAIN BOSE.

CAPTAIN W. D. Short conducted the Annual Examination in English Literature, Dr. A. L. Bogle that in Geography, Lieutenant W. R. Tucker and Babu Woomachurn Haldar, the Sub-Inspector of Schools, that in Mathematics, the Sub-Inspector of Schools that in Vernacular, Mr. W. Terry that in History, and the Head-master that in Grammar.

*First Class.*—The number of boys in this class was eleven. The average age  $16\frac{1}{2}$  years. The majority of this class competed for the Junior Scholarships, and the rest were not examined, being not entitled to prizes according to the rule.

*Second Class.*—There were sixteen boys in this class. The average age  $16\frac{1}{2}$  years. The Examiner in English Literature speaks of the attainments of this class in that subject as "very creditable." The Examiner in History has made no remarks. The Examiner in Grammar, the Head-master, remarks, that "this class has passed, on the whole, an excellent Examination in the subject. The boys need more exercise in answering questions on the subject in writing in order to prevent the occurrence of the slips in expressions and spelling that are to be met with in their answers." The Examiner in Geography says "that the answers given by this class are very good." The Examiner in Mathematics remarks that "the members of this class are very well acquainted with the different rules of Arithmetic, of Algebra up to the greatest common measure and the first 35 Propositions of Euclid." The Examiner in Vernacular remarks that "I examined this class on the 7th of April 1856, in Charoopat. The boys gave satisfaction in meanings of words and acquitted themselves

tolerably well in Spelling; their Translations from English into Bengali and *vice versâ* were pretty fair, but their Explanations of a passage given from the text-book were, however, somewhat defective." The general progress of this class has been very satisfactory.

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*Third Class.*—The number of boys in this class was fifteen. The average age 16 years.

The Examiner in Literature remarks that "the boys read creditably and with few exceptions seem to understand the subject, though the mode of explaining it is rude." The Examiner in History remarks that "the boys are well acquainted with the facts they have read." The Examiner in Grammar states that "this class on the whole passed creditably in the subject." The Examiner in Geography remarks that, "on the whole, this class has answered the questions put to it very fairly." The Examiner in Mathematics remarks that "I examined this class in Geometry and Arithmetic. The boys appeared to have understood the propositions they have read almost clearly. In Arithmetic, however, they did not quite come up to my expectation. I would like to see the Teacher change the text-book now in use in this class." The Examiner in Vernacular remarks that "I examined this class on the 7th of April 1856, in Neetibodh, the Vernacular text-book. The boys passed a pretty fair Examination in Reading, Explanation, and meanings of words. I am glad to say they passed very well in Spelling." The general progress of this class has been satisfactory.

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*Fourth Class.*—The number of boys in this class was thirty-three. The average age 12 years.

The Examiner in Literature remarks that "with a few exceptions both Divisions read well, particularly some of the smaller boys and explain readily (in Bengali) the subject. In Dictation very creditable. "The Examiner in History remarks that "many boys reply very correctly indeed, and can translate the subject

to their own language. Others again reply but do not understand the meaning, I am of opinion that many boys have been promoted to the Senior Class too soon. Five boys should be sent to the lower class." The Examiner in Geography remarks that he was "much pleased with the answers given," The Examiner in Grammar remarks that "I have been highly pleased with the answers of this class. There is a want of any glaring inequality in the attainments of the boys." The Examiner in Arithmetic remarks that "I examined this class on the 10th of April 1856, and do hereby express my great satisfaction with its members. Their answers in Arithmetic were highly creditable to them. It would be unjust not to say that this class has been placed under a very valuable tuition. It is evident from the Examination of this class that its present incumbent (Babu Bistochurn Mitter) is one of those Teachers who are not only able but take delight to teach." The Examiner in Vernacular remarks that "I examined in Vernacular on the 7th of April 1856. The boys passed a very good Examination in the subject. The progress made by the boys does not appear to be sufficient however. I think the Teacher could do more than he has done if the boys came to this class more prepared from the lower classes." The general progress of this class has been excellent.

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*Fifth Class.*—The number of boys in this class was thirty-four. The average age 10 years.

The Examiner in Literature remarks that "this class passed a good Examination in Reading and Explanation and a very fair one in Dictation. The Teacher should however exert to excite greater interest in the minds of his pupils in the subjects treated of in their book by giving every possible information connected with them and putting them questions in such a way as to develop their intelligence. The Examiner in Grammar remarks that "this class, on the whole, passed a tolerably good Examination only in this subject. I expected greater proficiency. There are, however, too many dullards in this class. I would sug-



gest that some of them, the most hopeless ones, be put back to a lower class." The Examiner in Arithmetic remarks, that "I examined this class in Arithmetic on the 10th of April 1856. The Examination passed by the students of this class was very creditable." The Examiner in Geography remarks—"I examined this class in Geography on the 12th of April 1856. The Examination the boys passed in the subject was not good. Only two boys gave satisfaction, the rest answered the questions very imperfectly and appeared very indifferent to the position of places on the Map. Some of them surprized me by seeking Calcutta in Malaya and Punjab in Arabia. I would recommend the Teacher to change the old system of teaching this subject." The Examiner in Vernacular remarks that "I examined this class in Vernacular on the 4th of April 1856. The Examination the boys passed in the subject, I must say, failed to give satisfaction. The boys retained the Patshala pronunciation of the alphabet they came with incorreced from the lower classes. The general progress of this class has been tolerable.

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*Sixth Class.*—The number of boys in this class was twenty-nine. The average age  $9\frac{1}{2}$  years. The Examiner in Literature remarks that "the first six or eight boys read very creditably and explain the subject readily in Bengali. Very fair in Dictation. Not over-good in Spelling. Those in the middle of the class have a general notion of the subject but explained with difficulty in Bengali and not good in Spelling. Pretty fair in Dictation. The above remark applies to those at the bottom of the class and backward in Spelling. As good as might be expected in Dictation." The Examiner in Arithmetic remarks that "I examined this class on the 10th of April 1856, in Arithmetic. I found it very much backward in the subject." The examiner in Vernacular remarks—"I examined this class in Vernacular on the 6th of April 1856. What the boys acquired during the whole year was a little facility in reading, but that

is all. Their knowledge of Spelling was as poor and their pronunciation as wild as while in the last class." The general progress of this class has been indifferent.

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*Seventh Class.*—The number of boys in this class was twenty. The average age  $7\frac{1}{2}$  years.

The Examiner in Literature remarks that "this class passed, on the whole, an indifferent Examination in Spelling, but a fair one in the explanation of English words and phrases in Bengali." The Examiner remarks that "I examined this class in Arithmetic on the 12th of April 1856. The portions of the subject taught were said to have been Numeration and Multiplication Table. Notwithstanding this unquestionably slow progress, the boys were found to be as imperfect in the one as in the other." The Examiner in Vernacular remarks that "I examined this class on the 3rd of April 1856, in Vernacular. The Education imparted to the students of this class is in no way superior to that imparted by the village Gooroomohoshoy to his pupils, but this is owing to late admissions being not made to unlearn the bad pronunciations of the letters they bring with them from the Mohashoy Schools." The general progress of this class has been indifferent.

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## BEERBHOOM SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—MR. O. W. MALET.

HEAD-MASTER—MR. M. GREGORY.

2. SINCE April 1855, to the close of March 1856, the Local Committee met ten times for despatch of business. The propriety of closing the School during the ravages of the Sontals was one of the principal subjects which came under their consideration. The visitors were generally the Members of the Local Committee, who visited the School in monthly rotation. Their remarks in the Visitors' Book on the proficiency of the boys, the discipline and order maintained in the School, and its general condition appear satisfactory.

\* \* \* \* \*

8. The fees realized in 1854-55 amounted to Rupees 863-8, in 1855-56 to Rupees 1,042-10; this is an evident improvement.

At a meeting held in December last, a petition signed by the parents and guardians of a number of boys was read. The petitioners prayed to be excused from paying the usual Schooling-fees for their children on the score of their having received no instruction during the months of August, September, and October, a period when the School was unavoidably closed. The Local Committee duly considered the matter and granted their request, or the Schooling-fees would have at present shown a further advance of Rupees 400.

There are two causes which have materially contributed to this augmentation of Schooling-fees, the increase in the number of boys, and a uniform higher rate of Schooling-fees from 8 annas to 1 Rupee, introduced by Mr. Gregory in May last, with the concurrence of the Local Committee, who in their letter No. 259, dated 5th February, thus took favorable

notice of the circumstance. "The boys most readily assented to this new rate of payment, a clear testimony of the value set on English Education sustained and supported by Government, and conducted by an efficient Head-master."

\* \* \* \* \*

12. No candidates for Scholarships competed this year. The Committee consider this to be a circumstance of much regret, but the main cause for such inability was the Sontal outbreak in July last, to which allusion has been already made in their communication, No. 267, dated 10th March.

The General Examination commenced on the 7th instant, and concluded on the 14th. There being only three European Members in the Committee, all the English subjects were equally divided among them, so that every Member was occupied in the business for four successive days,\* and notwithstanding the disadvantages under which the School labored during the whole of the last Session, the Members, as will appear from the general reports furnished by them and herein subjoined, were evidently much satisfied with the progress of the boys, and the exertions manifested by the Masters.

*First Class.*—No. of boys fifteen; average age 16, composed of two sections, was examined in the subjects in which they were instructed. The boys of both sections underwent a written Examination, and from the aggregate number of marks which each obtained, the result was satisfactory.

The Examinations in History, Biography, and Geography, were conducted by Mr. Malet, who thus writes—

"These boys have not read so much as I have seen in other Schools, but seem to have learnt well and thoroughly, and to understand what they write."

Dr. Sheridan undertook the Examination of this class in Poetry and Arithmetic, and thus observes with reference to the latter subject—

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\* The Native Members undertook the Vernacular Examinations for three days.

" In this branch of study this class, with very few exceptions, displayed great proficiency."

*Second Class.*—No. of boys twenty-two; average age 14, passed a fair Examination.

Mr. Wigram examined this class in Prose and Dictation, and thus remarks—

" This class has made very little progress in reading since last year owing to the break-up of the School during the Sontal insurrection. The Reading and Explanation of some of them are however very creditable. In Dictation the general performance is good."

Dr. Sheridan examined the boys of this class in Arithmetic and Geography, and thus remarks with reference to the latter subject—

" The questions put were answered with quickness and accuracy and the situations of towns, sources, and courses of rivers readily pointed out on the Map. He likewise says that the class acquitted itself very creditably in Arithmetic."

*Third Class.*—No. of boys twenty-nine; average age 11, passed a fair Examination in all subjects. Nearly two-thirds of the boys worked the questions in Arithmetic quickly and correctly, but it must be remarked that with only one exception all the slates were figured clumsily.

Dr. Sheridan took the Dictations of this class, and thus observes—

" The boys of this class, with very few exceptions, acquitted themselves very creditably, wrote down with quickness and accuracy passages read to them from Prose Reader No. II."

*Fourth Class.*—No. of boys forty-eight; average age 9. The subjects in which this class was examined were elementary. The result on the whole was not satisfactory. But it is certainly impossible for any Master, to render satisfaction, whose attention is directed to the tuition of such a large number of boys, and divided into two or three sections.

The Fourth Master, though by no means efficient, is obliged to depend solely on his own exertions. This class therefore should

have the benefit of at least two Masters on Rupees 20 a month each, when a greater amount of instruction can be imparted, and fairer results obtained.

\* \* \* \* \*

The Committee conclude this Report with a few favorable observations with reference to the boys and Masters.

General remarks by the members.

**EXTRACT FROM THE QUARTERLY REPORT OF THE BEEERBHOOM MAGISTRACY FOR THE FIRST QUARTER OF 1856, DATED THE 15TH APRIL 1856.**

“On the whole, however, as far as the part I took in the Examinations enables me to judge the general proficiency was satisfactory and creditable to Mr. Gregory, the School-master, who appears to take a great deal of pains with his duties.”

(Signed) R. J. WIGRAM,  
*Officiating Magistrate.*

No. 73.

To

THE SECRETARY, LOCAL COMMITTEE  
OF PUBLIC INSTRUCTION.

SIR,

I HAVE the honor to submit the result of my Examination of the Government School boys, and in doing so to state that I have found them generally well-grounded in the different subjects upon which I examined them, and evidently instructed to depend as much on the exercise of their judgment, as of their memory; a matter of great importance, since Indian youths are too apt to trust implicitly to memory alone.

2nd.—I have much pleasure in expressing my approbation of the efficient manner in which the Head-master, Mr. Gregory and his Assistants have discharged the important duties entrusted

ed to them, so satisfactorily attested by the proficiency of the boys examined.

I have the honor to be,

Sir,

Your most obedient servant,

(Signed) A. J. SHERIDAN,

*Member.*

BEERBHOOM, }  
21st April 1856. }

With reference to the general conduct of the School I think that all the Masters are deserving of praise for the manner in which they have conducted their duties. Mr. Gregory, the Head-master, obtained last year the special commendation of the Local Committee and was recommended not long since by them for promotion.

So very much depends upon the Head-master for the general conduct of the School and his duty has been so well performed by Mr. Gregory, that I think it incumbent on me to say that he has this year quite acted up to the high character formerly given of him. As to his promotion, not knowing the claims of the other candidates, I cannot speak, but if attention to his duty and a more than ordinary share of ability in performing it are considered to entitle him, I think that Mr. Gregory highly deserves it.

(Signed) O. W. MALET,  
*Secy. L. C. P. I.*

## BANCOORAH SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—DR. G. N. CHEEK.

HEAD-MASTER—BABU NOBIN KRISHNA SIRCAR.

Numerical strength.      THE number of pupils has again increased, as exhibited below :—

Number on the Rolls on 30th April 1855..... 124

Number admitted from 1st May 1855 to 30th April 1856 ..... 55

179

Number withdrawn from 1st May 1855 to 30th April 1856 ..... 17

Number dismissed for non-payment of Schooling-fees from 1st May 1855 to 30th April 1856 ..... 9

Number dismissed for prolonged absence from 1st May 1855 to 30th April 1856 ..... 2

Number of Junior Scholarship-holders transferred to the Colleges from 1st May 1855 to 30th April 1856 ..... 4

32

Number on the Rolls on 30th April 1856, ..... 147

This steady increase proves how entirely the benefits of the instruction, obtained at the Bancoorah School, are appreciated by all classes of the community, except the Mahomedan, which has, as yet, inscribed but one pupil upon the Rolls thereof. Other English Institutions are equally avoided by the followers of Islam, but we have reason to believe that the latter are beginning to see the folly of neglecting the study of Western Literature, and making up their minds to attempt it.

The financial result of the year under report, though showing an increase over that of the preceding one, does not appear to keep pace with

Fees and Fines.



the increase in numbers. It nevertheless is sufficiently hopeful. The actual receipts under this head amounted to Rupees 1,662-4-11 against Rupees 1,531-14-6, carried to credit during the previous Session.

The complete and orderly internal arrangement of the Institution has always attracted the notice of visitors, whether officially connected with it, or otherwise.

For the above reason, and also in consequence of the good character borne by such of its alumni as have entered the Public Service, the School has earned the good opinion of the Officers of Government, at the same time that it has risen in repute with the masses, whose estimation of it is sufficiently evinced by the eagerness with which they endeavour to get their children into it.

The Examinations of the pupils of the Institution took place at the close of the Session, in April last.

Annual Examinations. As the candidates for Junior Scholarships were examined by written papers, sent up by the Director of Public Instruction, we had nothing to do with them, beyond watching them on the days fixed for their Examination, and conducting the oral part thereof.

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The General Examination of the other students of the Institution was conducted on the days, and by the gentlemen, noted below :—

Department.	Names of Examiners.	Dates of Examination.
English ...	P. Taylor, Esq. ...	10th, 18th, and 21st April 1856.
Ditto ...	Sub-Inspector ...	9th, 10th, and 11th April 1856.
Grammar, including Rhetoric	{ G. N. Cheek, Esq.	9th, 10th, and 18th April 1856.
History ...		
Geography ...	H. Rose, Esq. ...	14th and 15th April 1856.
Mathematics	Sub-Inspector ...	8th, 16th, and 19th April 1856.
Translation ...	Sudder Ameen ...	11th, 13th, 15th, and 16th April 1856.
Vernacular ...	Ditto ...	10th, 14th, 17th, and 21st April 1856.
		14th, 16th, 18th, and 21st April 1856.

The results, though not very brilliant in every department and in every class, were generally creditable to the School. The class which did best, and was most favorably reported upon by all the Examiners, was the fourth under Babu Haran Chundro Moitro, who has discharged his duties to our satisfaction.

The class which did worst was the second under Babu Connoy Lal Bysack. From the uniform dissatisfaction with the attainments of the students of this class, expressed by all the Examiners, we gather that the Master must have performed his duties in a most perfunctory manner.

The Examination of the Fifth Class, under Babu Huri Churn Doss, also failed to satisfy all the Examiners, but we do not consider this result justly ascribable to negligence on his part, because he had the unassisted charge of two classes, namely, the fifth and sixth from the commencement of the Session up to the date of the appointment of the new Fifth Assistant Teacher, which did not take place until a great portion thereof had expired.

Besides the appointment of two ex-students to places in the School Establishment, as noticed above,  
Employment of past Students.
 Mr. Rose, Officiating Joint Magistrate and Secretary to the Ferry Fund Committee, has conferred a Writership on Rajnarian Ghose, another scholar of the Institution. Doorganarian Banerjee, a fourth junior scholar of the School, has likewise been provided with a situation in the Bullock Train Office at Burhee.

The encouragement afforded to the cause of Education by these appointments is, of course, very great.

Valuable additions have been made to the School Library during the period under report. Among  
Library.
 the books purchased out of the Government monthly allowance, two most valuable works, namely the Penny Cyclopædia in 29 volumes, and the Encyclopædia Britannica in 21, have been secured.

The Officiating Joint Magistrate, Mr. H. Rose, has also presented it with a beautiful set of Thornton's History of British India, complete in 6 large volumes.

All the books belonging to the Library, though frequently used for reading and reference by the Masters and collective pupils of the Institution, have, nevertheless, been preserved in excellent condition.

*Remarks by Mr. Pratt, Inspector of Schools.*

The state of the Second Class is spoken of in a very unfavorable manner : the result, doubtless, is owing to the constant ill-health of the Master who, if unable to attend regularly to his duties, should be directed to apply for leave of absence.

It appears to me that the favorable summing up contained in the General Report is hardly consistent with the detailed remarks made by the Examiners of the several classes, which are by no means generally favorable. There is one great omission in the Report ; that there is nothing to show how the classes passed in *Vernacular*.

The Committee appear to have visited the School and held their meetings with exemplary regularity.

## BAULEAH SCHOOL.

### FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—MR. W. CRADDOCK.

HEAD-MASTER—BABU HURROGOBIND SEIN.

THE number of pupils borne on the Rolls of the School on the 30th of April 1856, was 134, being nearly the same as that at the close of the preceding Session.

Number of boys.  
Attendance.  
The average daily attendance was 92, that is, in the proportion of 70 per cent., whilst during the previous year, it was greater by 11 per cent. This falling off in attendance was consequent on the majority of the boys having gone to their Native villages with their parents and guardians, on the close of the Civil Courts which took place about a month before the commencement of the School vacation which is not often the case. To prevent the recurrence of the evil, the rules regarding absenteeism were carefully enforced, and it is hoped that prospectively, if the evil be not entirely remedied, it will at least be diminished in extent.

\* \* \* \* \*  
The Scholarships and General Examinations of the School were held simultaneously on the dates fixed for the former by the Director of Public Instruction. They were superintended by the members of the Committee. Subjoined is a Statement exhibiting the names of the Examiners on the different subjects:—

F. Gouldsbury, Esquire . . . . .	<i>History.</i>
L. Jackson, Esquire . . . . .	<i>Literature.</i>
W. Taylor, Esquire . . . . .	<i>Geography.</i>
A. J. Jackson, Esquire . . . . .	<i>Mathematics.</i>
Babu Panchanun Banerji . . . . .	<i>Vernacular.</i>

Babu Mothurnath Banerji. ....	<i>Grammar.</i>
Babu Gunga Churn Shome .....	<i>Viva voce Examination.</i>

The following is an abstract of the results of the Examination of the several classes.

*First Class.*—The First Class consisted of nine boys, whose average age was 15, and whose studies were the same as those fixed for the Junior Scholarship standard. The result of their Examination is creditable to them. Among seven of them who competed for Scholarships five have passed successfully, the marks obtained by them, being far beyond the ordinary standard.

*Second Class.*—The Second Class consisted of seventeen boys, whose average age was 15. Their general proficiency was satisfactory; and the results of their Examination reflect credit on them. The remarks made on their performances by the Examiners were as follow:—

*Literature.*—"I examined the boys of this, and the next class, at some length, and was pleased at their general proficiency and aptness. This, I take it, is for various reasons, a favorite branch of study, and the progress of the whole class appeared to have been to a remarkable degree uniform. The least satisfactory part of their performance was their mode of converting into Bengali what they read, and appeared to understand in English. Here, as in many other places, the Vernacular seems to be postponed to the foreign language."

*Grammar.*—"These boys passed a tolerably satisfactory Examination."

*History.*—"The boys of this class generally seemed pretty well acquainted with what they had read, but many of their answers were ungrammatically expressed and badly spelt. In writing proper names, they seem to be guided rather by the sound than any thing else."

*Geography.*—"The papers executed by the boys show that much attention has been given by their Masters in the instruction in Geography."

*Mathematics.*—"The head boy of this class has shown a decided superiority over the rest."

*Vernacular.*—"The majority of these boys have done very good in Bengali, but not so in Translation. On the whole I think, their performances are fair."

*Third Class.*—The Third Class was composed of eighteen boys whose average age was 14. The results of their Examination were in general satisfactory.

*Literature.*—"The observations recorded as to the Second Class refer equally to the third. There was more difference in the attainments of the higher and lower boys of this class than in the second. In fact the upper boys of this class would pass almost the same standard as those of the second."

*Grammar.*—"The boys have acquitted themselves creditably."

*History.*—"The answers of the first three were very good, some of the rest appeared to have learnt the books by rote without clearly understanding the meaning of what they read; but on the whole the boys passed a creditable Examination."

*Geography.*—"The Third Class were examined *viva voce* in this branch. Their answers were satisfactory. They seem to be well grounded in what they have studied, and much pains appears to have been taken with their instruction."

*Mathematics.*—"This Class has passed a very creditable Examination. The upper section are not so neat as they might be in the mode of working the Fraction sums."

*Vernacular.*—"These boys passed very creditably in Bengali. In Translation some of them have done satisfactorily, but the productions of the others were not so well as could be expected from boys of their standing."

*Fourth Class.*—The Fourth Class consisted of twenty-eight boys, whose average age was 11. They were examined in Literature, Grammar, Geography, Arithmetic, and Vernacular, in all of which they in general acquitted themselves to the satisfaction of their Examiners. Their Translations alone were remarked to have

been not satisfactory, but it should be remembered that they were all lads of only two years' standing in the School.

*Fifth Class.*—The Fifth Class consisted of sixty-two boys, whose average age was 9. They were divided into two sections, containing respectively twenty-six and thirty-six boys. The studies of the two sections being quite different, they were in fact two classes bearing the name of one. The results of their Examination were as follow :—

The First Section passed fairly in Reading and Explanation, and satisfactorily in Grammar and Vernacular. In Arithmetic “they worked the sums with rapidity and with great correctness.”

The Second Section passed a very fair Examination in what little they studied.

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## OUTTACK SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—MR. W. C. LACEY.

HEAD-MASTER—MR. C. BROWNLOW.

THE number of boys, as shown by the Collector's receipts for Schooling-fees, has continued pretty steady, and during the five or six latter months it may be stated to be on an average 110.

*Ooryahs.*—The Ooryahs are not so ready as the Bengalis to avail themselves of the advantages offered by Schools, hence, perhaps, 110 may be considered to be a fair average and not to indicate dissatisfaction on the part of the parents.

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The Annual Examination commenced on April the 7th and lasted a week. The subjects in which the boys of the Second Division of the First Class were examined were so arranged that they coincided with those of the Junior School candidates and thus both Examinations were superintended together by the member of the Committee who was chosen for that purpose. The Examination itself was conducted by members of the Local Committee, extracts from whose reports are given.

*History.*—Mr. Samuells.—“The knowledge of the main facts of the Roman History evinced by the boys, generally, is very creditable both to them and their Teachers, but with the exception of Bulloram Bose, their acquaintance with English Composition and Spelling is evidently of the lowest order, much more attention must, in future, be paid to these two primary branches of an English Education.”

*English.*—In this they were examined by Mr. Ward who also complains of the deficiency of the boys with the exception of Bulloram Bose in Composition and Spelling.

*Geography.*—Lieutenant Dixon, who examined in this subject, reports that the answers given were generally correct and showed



a knowledge of the subject, but he at the same time complains of too strict an adherence to the mere matter of the book.

*Mathematics.*—Mr. Shore reports as follows :—

“The Second Division of the First Class was examined by written questions in Arithmetic as far as Evolution.”

In Algebra as far as Division, and in the first two books of Euclid. The result in Euclid and Arithmetic was satisfactory ; that in Algebra was not so good.

It is observed that the boys who succeeded best in the two former subjects were equally successful in the last, and that they consequently held the same places both in the general result and also in each particular branch.

*Vivâ voce.*—The written Examination was confined to the First Class, the remaining classes were examined *vivâ voce*, but not with a view to determine the prize-holders, as this was determined by the Register of numbers. It is satisfactory however to be able to report that in most cases the Register and the opinions of the Examiners coincided.

The Examiners report as follow in their respective subjects :—

*History.*—The second is the only class except the first in which this subject is taught ; Mr. Samuells was on the whole satisfied with the progress of the class ; their acquaintance with the facts of the History was minute and reflected great credit on their Teacher Babu Kalimohun Ghosal ; their pronunciation was also on the whole good. Mr. Samuells complained of a difficulty occasionally of making them comprehend the questions put to them.

*English.*—Mr. Ward reports as follows :—“I examined the Second, Third, and Fourth Classes in English Grammar and Prose Readers Nos. IV., II., and I., and was satisfied ; the pronunciation of some of them was rather defective. The Fifth Class also passed on the whole a satisfactory Examination.”

*Geography.*—The second and third are the only classes besides the first that learn Geography. In this subject Lieutenant Dixon reports as follows :—

“The Second and Third Classes being examined *vivâ voce*, gave the same results as the written Examination of the Second Sec-

tion, First Class. Both the classes behaved themselves very well at their Examination."

*Arithmetic.*—Mr. Shore, who conducted this Examination, reports as follows :—

"I examined the junior classes in Arithmetic orally on the 12th instant. The second and third acquitted themselves creditably ; the standard obtained by the Fourth and Fifth Classes was not high ; but as this is the first Examination of this School at which I have been present, I am unable to speak to their comparative progress."

*Vernacular.*—The Vernacular written Examination was conducted by Babu Tarakant Bidiasagur, and the oral by Meer Jafur Alee ; both these gentlemen report favorably of the result and of the comparative progress of the boys.

The boys of the First and Second Classes have been provided with copies of an Ooryah Grammar, which it is hoped will cause a marked improvement ; all the knowledge of the structure of the language they have hitherto been able to acquire has been from the explanation of the Pundit.

Babus Kali Mohun Ghosal and Ochoot Sahoo seem to have exerted themselves to the best of their abilities and deserve commendation. Their classes were well spoken of by all the Examiners.

## BALASORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—A. MANTELL, ESQUIRE.

HEAD-MASTER—BABU BISSONATH SING.

THE Local Committee have met eleven times during the year, and the School has been visited by Messrs. Perkins and Bond, and Babu Puddum Lochun Mundul. Each of these gentlemen has expressed his approbation of the method of teaching, and the discipline of the School.

\* \* \* \* \*

On instituting a comparison between the number of boys exhibited in the Annual Returns of the last Session with that exhibited in the Returns of the year under review, it will be found that the strength of the School has fallen somewhat short. This is to be attributed, however, to the greater strictness of the Committee in enforcing the rules about admission and regular attendance. Many of the elder boys, who were admitted on the occasion of the first opening of the School, and who were tolerated for upwards of a year, have been dismissed in consequence of their over age, and the slight chance of their making satisfactory progress. The names of many boys who have been exceedingly irregular in attendance have also been struck off during the year.

\* \* \* \* \*

The English Examination of the School was conducted by the Members of the Local Committee and by the Head-master, who report very favorably of the progress made by the boys, and the attention, assiduity, and zeal of the Masters.

The following is an abstract of the result of the General Examination of the different classes:—

*First Class.*—This class is under the immediate tuition of the Head-master, Babu Bissonath Sing, and numbers four boys;

2

whose average age is 15 years. The class was examined by Mr. E. Waterfield, who reports as follows :—

“I have examined the First Class in English Reading, Writing, Grammar, Roman and English History, and Mathematics, and have been very well satisfied with their proficiency.”

\* \* \* \* \*

*Second Class.*—This class is taught by the Second Master, Babu Sheeb Chundra Shome. It contains five boys, whose average age is nearly 14 years, and was examined by Mr. E. Waterfield, who remarks as follows :—

“The boys of the Second Class have done, on the whole, very well.”

\* \* \* \* \*

*Third Class.*—This class is taught by the Third Master, Babu Bhoozun Mohun Raha, and was examined by Roy Sreenauth Ghose, who reports thus :—

“I examined this class successively in Reading, Explanation, Spelling, Grammar, and Arithmetic. The majority of the boys acquitted themselves creditably, but I must observe that in my opinion there is considerable room for improvement in this class in the matter of correct and distinct pronunciation and good reading, so that I am certain any increased attention that this particular branch of study may receive hereafter at the hands of Babu Bhoozun Mohun Raha, who is evidently a most pains-taking Teacher, will be well-directed. In Grammar, which I understand, has only been recently introduced in the class, the boys did great credit to their Teacher. Indeed the entire class, with few exceptions only, answered satisfactorily every question I put to them, and seemed to me to have fully mastered the few pages they have read. There being three sections in this class in Arithmetic, I fixed 10 as the maximum number to be awarded to the pupils in the First Section, passing the best Examination. I took occasion to mention to the Master of the class, that it had been well if these sections did not exist, and suggested their being done away with, as soon as practicable.

\* \* \* \* \*

*Fourth Class.*—This class is under the charge of the Second Master, Babu Sheeb Chundra Shome, and was examined by Roy Sreenauth Ghose, who reports as follows:—

This class consists of twenty-four boys; average age  $10\frac{1}{2}$  years, and is taught by Babu Sheeb Chundra Shome, Second Master.

“I was very much pleased with the reading of this class generally. The pronunciation of some of the boys is excellent, and does great credit to the Tutor. Some of the boys, it is true, failed altogether in Spelling, but this arises probably from my selecting some very difficult words, which I put to each boy separately one after another.

\* \* \* \* \*

*Fifth Class.*—This class is under the charge of the Fourth Master, Babu Kirty Chundra Banerjee, and was examined by the Head-master, who reports as follows:—

\* \* \* \* \*

“The result of the Examination has been, on the whole, very satisfactory. The younger boys, as it is generally the case, have read more correctly and distinctly than the elder ones. In the spelling of words they are all pretty fair. In Arithmetic, many have failed, whilst some have worked their sums neatly and fairly. I have requested the Master of this class to pay greater attention to this branch of study. It is desirable that this class should contain a lesser number of sections. I have drawn the attention of the Master to this subject.”

\* \* \* \* \*

The Vernacular Examination of the School was conducted by Roy Sreenauth Ghose, Babu Puddum Lochun Mundul, and the Head-master, Babu Bissonath Sing. The following is an abstract of the result of the Examination:—

The First Bengali Class which is taught by the Head-master, Babu Bissonath Sing, was examined by Roy Sreenauth Ghose, who reports as follows:—

"This class read and explained passages from the *Hitopodesha* remarkably well, and all the boys nearly alike."

\* \* \* \*

The Second Bengali Class, which is under the tuition of the Third Teacher, Babu Bhoobun Mohun Raha, was examined by Babu Puddum Lochun Mundul, a translation of whose report is herewith given—

"The boys of this class have acquitted themselves very well in *Nittikotha*, Parts I. and II., in consequence of the great pains taken by the Master of the class in teaching the boys."

The Third Bengali Class, which is under the charge of the Second Master, Babu Sheeb Chundra Shome, was examined by the Head-master, who reports as follows :—

"This class contains twenty-six pupils, of whom two were absent on the day of Examination. They have read the whole of *Nittikotha*, Part I. I was very much pleased with the result of the Examination."

The fourth or the last Bengali Class, which is under the tuition of the Fourth Master, Babu Kirty Chundra Banerjee, was examined by Babu Puddum Lochun Mundul, a translation of whose remarks is herewith given :—

"Many of the boys of this class have joined the School recently, and considerable progress has been made by the assiduity of the Teacher."

The attendance of the boys during the year under review has not been very satisfactory. This is to be attributed partly to the School not having been closed on many of the Hindu Holidays, and partly to sickness.

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## POOREE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—R. PRINGLE, ESQUIRE, M. D.

HEAD-MASTER—BABU JUDONATH MOOKERJEE.

*Examinations.*—The General Examination commenced on the 21st April 1856, and continued till the 28th of that month. Mr. A. S. Annand examined in Literature and History. Mr. H. B. Clarke in Mathematics. Dr. Pringle in Zoology; History, Grammar, and Geography; and Babu Gourbullub Ghose in the Vernacular.

The following is a sketch of the Examination :—

*First Class.*—This class consists of five boys, whose average age is 16 years.

*Literature.*—“The Examination was on the whole satisfactory, and showed that very considerable progress had been made during the past year. The marks awarded to each boy show his proficiency and the proportion in which he surpasses or falls short of the others.”

*Grammar.*—“The boys in this class answered remarkably well, and have acquired a very fair knowledge of the English Grammar, and can correct sentences and arrange them in a very creditable manner.”

*History.*—“The four boys, who passed the Examination, answered the questions very well, and exhibited a most creditable knowledge of that part of the History of England which they had studied during the last year.”

*Zoology.*—“I am very much pleased with the progress made by the boys of this class in Zoology. The knowledge they displayed regarding the structure, habits, &c., of the various fishes and reptiles described in the book, is highly creditable to themselves and to the Head-master, and as such is well

worthy of record in this Report when it is considered that they have been only six months at this study."

*Geography.*—"Passed very creditably."

*Mathematics.*—"Of the four boys, who passed the Examination, the first obtained 80 out of 100, the highest number of marks given, the second 75, the third and fourth, 61 and 60 respectively. The Examiner remarks, I examined the First, Second, Third, and Fourth Classes in Arithmetic, the First Class also in Euclid and Algebra, I consider the progress made by the boys of this class in Euclid to be very satisfactory. They do not seem to have acquired great proficiency in Algebra, but I am disposed to think that this arises from their trying to read too much. There is great want of accuracy also in their Arithmetic. The progress of the other classes seems to be very fair, and that the boys altogether in the School seem to acquire a knowledge of Mathematics quickly though I fear it is rather superficial."

*Vernacular.*—"Good."

*Second Class.*—There are five boys in this class. Their average age 14 years.

*Literature.*—"On the whole satisfactory."

*Grammar.*—"Very creditable."

*History.*—"From the number of marks given by the Examiner, it appears that the boys have answered well."

*Geography.*—"Passed satisfactorily."

*Arithmetic.*—"Very fair."

*Vernacular.*—"Good."

*Third Class.*—"Of the ten boys, who form this class, nine passed the Examination. Their average age 13½ years.

*Literature.*—"On the whole satisfactory."

*Grammar.*—"The boys on the whole answered well."

*Geography.*—"Good."

*Arithmetic.*—"Very fair."

*Vernacular.*—"Promising well."

*Fourth Class.*—This Class consists of 13 boys. Their average age 12 years; one boy was absent at the Examination.



*Literature.*—"On the whole satisfactory."

*Grammar.*—"Very fair."

*Geography.*—"Passed very creditably."

*Arithmetic.*—"Very fair."

*Vernacular.*—"Fair."

*Fifth Class.*—Number of boys nine; average age  $11\frac{1}{2}$  years.

*Literature.*—"On the whole satisfactory."

*Grammar.*—"The boys, who compose this class, answered very satisfactorily."

*Arithmetic.*—"Very fair."

*Vernacular.*—"Very creditable."

*Sixth Class.*—Number of boys twenty; average age 10 years.

*Literature.*—"On the whole satisfactory."

*Arithmetic.*—"This class was only examined in the Multiplication Table, which they all knew pretty well."

*Vernacular.*—"Middling."

*Seventh Class, Section A.*—Number of boys sixteen; average age  $9\frac{1}{2}$  years.

*Dr. Pringle remarks.*—"The boys of this class, who are mostly very young, and have been but a short time at School, spelt very well."

*Vernacular.*—"Promising well."

*Seventh Class, Section B.*—Number of boys eight; average age 9 years.

"All the boys in this class have been less than three months in the School, and some only a month, but yet their answers and their spelling were very creditable, considering the short time they had been at School."

*Vernacular.*—"Promising well."

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From the increasing number of applications for admission, there is every reason to believe that the School is daily rising in the estimation of the Native community.

Mr. Annand, the Magistrate, has, during the last year, given a Writership to one of the ex-students and has promised to sup-

port the claims of any deserving ex-student of the School for Government employment.

The present satisfactory state of the School as recorded in this Report by the Examiners, is mainly owing to the exertions of the Head-master and the Third Master who kept up the entire business of the School during the long period which elapsed between the removal of the late Second Master and the arrival of his successor as also previous to the appointment of the Fourth Master.

*Remarks by Mr. Pratt, Inspector of Schools.*

2. The account given of the Examination is very favorable, but there is no discrimination in the comments made ; and the reports of Local Committees on those occasions are always so uniformly of a laudatory character that they must be received with caution. This being so, whenever an unfavorable remark is made it deserves more than ordinary attention. It will be seen that an opinion is expressed that *Mathematics* have been taught in a superficial manner. No doubt the pupils of the First Class have been brought on too soon to the study of Euclid and Algebra, as it appears that in the Third Class they had not advanced beyond the "Rule of Three," and had not finished Fractions when they entered the First Class. At what stage Decimals, Practice, Proportion, Percentages, Mensuration, Involution, Logarithms, &c., were taught does not appear. I think some inquiry should be made on this point.

3. As usual the History of Rome is taught in the Second Class and Tytler's Elements of General History in the First Class, and the History of Bengal and India not at all.

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## PURULIAH SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—CAPT. G. N. OAKES.

HEAD-MASTER—BABU KALLI CHURN DUTT.

2. THE School has now existed more than three years. The number of pupils has increased. This is to be chiefly attributed to the gradual appreciation of the value of Education by the people here. The only thing that now materially hinders the generality of the inhabitants of this part from coming forward to admit their children, is the high rate of Schooling-fees, (at least considered so by the Natives), the reduction of which to 8 annas per mensem is very desirable. This measure would in some degree remove the complaint.

4. All the members of the Local Committee regularly visited the School in rotation, and generally found every thing going on right. The progress of the boys was satisfactory. A meeting of all the members for the proper management of the School was held once in every month, and the proposals, with the final resolutions submitted to you.

6. The three boys of the First Class competed for Junior Scholarship. They were examined in strict accordance with the rules laid down by the Director of Public Instruction for such Examinations. The Examination of the junior classes commenced on the 1st April, and continued up to the 6th date. All the members were present on the occasion. Most of the boys of the several classes passed satisfactory Examinations. The

questions were framed on the spot, and every boy was separately tried in them.

7. There were eight boys in this class ; of whom seven were present on the Examination day. The same questions were put to every one of them. This class has been throughout the year under the charge of the Head-master, who spared no labor to impart sound and useful Education to his pupils. Much credit is due to him.

**First Class, Section II.**

8. This class consisted of ten boys, all of whom were present in the Examination. The first boy, Dolegobind Chatterjee, answered all the questions put to him. His reading was exceedingly good. The other boys, with the exception of two, acquitted themselves to the entire satisfaction of the Committee. This class has been under the Second Master who deserves much credit.

**Second Class.**

9. Ten boys composed this class, who were all present on the day of Examination. They acquitted themselves to the entire satisfaction of the Committee.

**Third Class.**

This class was under the charge of the Third Master. The manner in which his boys passed their Examination reflects great credit upon him, and the boys themselves.

10. Fifteen boys were in this class, some of whom were found a little deficient in Reading. They all spelled quite correctly. Their answers to Grammar questions were satisfactory. They appeared to have well understood whatever they learnt. The Third Master was in charge of this class during the year under report.

**Fourth Class.**

11. This is the last but one class ; consisting of eleven boys. The Examination of this class was held on the 6th April 1856. The boys acquitted themselves satisfactorily. Some deficiency in reading correctly and pronouncing properly was observed in this class also. Questions in Spelling were answered smartly and rightly. This class was under the tuition of the Second Master.

**Fifth Class.**

12. This is the last class, consisting of sixteen boys, the majority of whom were found to be intelligent. They all read properly. The Sixth Class. Committee has been under the necessity of giving some tokens of encouragement to eight boys. The Third Master was in charge of this class.

13. In making general remarks on the Examination, I would say the boys have made satisfactory progress in their Education. Some deficiency was observed in their Bengali study. This is to be attributed to the want of time on the part of the Teachers, two of whom have to teach two classes each, and the Third Master three classes. A Pundit is much required. The Head-master, Babu Kali Churn Dutt, has spared no exertions to raise the character of the Institution under his charge. He has within a period of three years made the School stand on a par with some of the other Zillah Schools of longer standing.

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## SUMBULPORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—BABU KOYLAS CHUNDER DUTT.

HEAD-MASTER—MR. E. FELL.

THE gentlemen composing the Committee have frequently visited the School, and take an active interest in its welfare.

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The First and Second Classes of the School are in abeyance, as the students are not sufficiently advanced to pursue the study of the works prescribed for those classes.

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Lient. Birch examined the Third Class and reports as follows :—

“The boys in this class are all quick and intelligent, but they have been most miserably grounded in the English language, too little attention is paid in the lower classes to pronunciation.”

*Fourth Class.*—“The boys of the Fourth Class seemed tolerably well acquainted with what they had been taught, but they are backward from want of proper teaching. *Had these boys been under proper tuition*, I do not hesitate to say that they would be more advanced in their studies than they now are.

“Previous to Mr. Fell’s arrival here, it appears to have been the practice of the Teachers to address the pupils in the Vernacular and the consequence is that they can scarcely understand when addressed in English by persons they are not accustomed to hear, or speak when any subject at all foreign to what may be present to their minds is touched on.

“Judging from the class I have examined, I am of opinion that unless more experienced Teachers are appointed to, the *lower classes*, the credit of the School will suffer and only very inferior scholars will ever be sent out of it; for, however great may be the abilities of the Head-master, if the subordinate

Teachers are not competent to perform their duties, he will have to begin by correcting what they have learnt wrong, before they come under his immediate tuition, and will have to go over the same subjects again with the pupils that they might have learnt correctly under the subordinate Teachers, meanwhile the pupils attain the age, when lads in this country, usually seek a livelihood for themselves, and they will leave the School only half-taught. I would earnestly recommend that at least one more Teacher, beside the Head-master, of thorough experience and good knowledge of English, be appointed to the School; and that the salaries of the Teachers be raised at least as much as may suffice to induce good Teachers to accept employment in this insalubrious and unpopular place.

“I would also recommend the appointment of a good Pundit, and the establishment of a Hindi Class.”

The Fourth Class consists of eight boys, whose average age is  $13\frac{1}{4}$  years. Babu Koylas Chunder Dutt and Mr. E. Fell examined this class and made the following remarks:—

*Reading*.—“The explanation in Oorya of what they read was perfectly satisfactory; but when questioned in English, their answers evinced but a very imperfect knowledge of the language; the subject of their lessons they evidently understood fully, but they could not express themselves in English, as they were never accustomed to explain words and sentences in that language, or even to give answers to questions put to them in English, prior to the introduction of this mode of teaching by the Head-master, since joining his appointment, now nearly two months ago; considering the short time that the boys have been exercised in giving answers in English to questions put to them, we consider the result of the Examination satisfactory.”

*Geography*.—“Their knowledge of Geography was very superficial, owing to the want of suitable Maps for which an indent was forwarded a month ago.”

*Arithmetic*.—“In Arithmetic they were examined orally; they answered with great readiness and accuracy questions in

**Addition and Multiplication.** In Subtraction they did not appear to have been sufficiently exercised."

**Grammar.**—"They acquitted themselves tolerably well, so far as the words of the book are used in putting questions to them."

**Fifth Class.**—This class is composed of twenty-seven boys, whose average age is nearly 9 years.

Mr. Fell examined this class and made the subjoined observation.

**Spelling.**—"They spelt very correctly and gave the accurate meanings of words and short sentences in Oorya. The principal defect in this as also in the higher classes is the mis-pronunciation of words. This serious and very objectionable defect can never be recovered without the strictest attention and most persevering efforts on the part of the Teachers and students."

**Vernacular Classes.**—About seventeen boys were promoted to the English Department of the School, about four months ago, and there are thirty pupils now attending the classes; they read little fables in Oorya, with tolerable fluency and accuracy, and were remarkably well-grounded in the Multiplication Table. The fault consists in too rapid and consequently an indistinct mode of uttering whatever they repeat from memory.



# PATNA HIGH SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—E. E. WOODCOCK, ESQUIRE, C. S.

HEAD-MASTER—MR. W. T. TWENTYMAN.

DURING the past Session this Institution was, under orders of the Lieutenant-Governor of Bengal, dated 12th February 1856, constituted a *High School*, at which boys from any of the Government English Schools in the Province of Behar, who obtain Junior Scholarships, will be allowed to hold them for two years at least and brought on to the Senior Scholarship Standard.

6. The English School is divided into two departments, a senior and a junior. The number of students in each class and their average ages are as follows:—

## ENGLISH DEPARTMENT.

Senior.			Junior.		
Classes.	Number of Pupils.	Age.	Classes.	Number of Pupils.	Age.
First	9	16.5	First	13	14.1
Second	5	16.2	Second	19	14.0
Third	11	15.8	Third	14	13.1
			Fourth	23	13.9
			Fifth	39	10.4
Supernumerary Vernacular scholars learning Persian and Arabic, 10.					
Total number of pupils, 143.					

Eight students of the First Class of the Senior Department competed for Junior Scholarships, and, from the Return received from the Director of Public Instruction, it appears that seven

of them have been successful and that the eighth failed by only 3 $\frac{1}{10}$  marks. The names of the successful candidates are

- |                   |                          |
|-------------------|--------------------------|
| 1. Edwin Gilbert. | 4. Brijomohun Audit.     |
| 2. A. Desouza.    | 5. Chutterdhary Matthey. |
| 3. F. Kalberer.   | 6. J. L. Ollenback.      |

7. W. J. Beauchamp.

7. The Second and Third Classes of the Senior Department were examined by the members of the Local Committee and Mr. Ainslie, the Railway Commissioner and late Secretary; and the classes of the Junior Department by the Head-master.

Mr. Ainslie, the Mathematical Examiner of the Second and Third Classes of the Senior Department, states that—"The result of the Examination in Mathematics is any thing but favorable; there has been a great falling off from former years. Only two of the students could at all explain the meaning of the ordinary terms used for denoting Algebraical quantities, and several gave a correct demonstration of the 47th proposition, Book I. of Euclid, to the Enunciation of the 48th."

Mr. Farquharson, the Examiner of History, notices with regard to the Third Class of the Senior Department that—"Their knowledge of facts was good, but that their mode of expression was faulty." The other Examiners of the Senior Department, Mr. Tayler of Literature and Reading, Mr. Lewis of Geography and Popular Natural Philosophy, and Mr. Woodcock of Grammar make no remarks.

8. The Committee have again to record the very high opinion they entertain of the zeal and industry shown by Mr. Twentymann, the Head-master, and they consider the circumstance that seven out of eight students have been successful candidates for Junior Scholarships as mentioned in paragraph 6, is a most flattering testimony in favor of the character of the Head-master. Mr. Twentymann mentions, with satisfaction, the mode in which Messrs. T. P. Manuel and H. C. Fox have performed their duties during the past Session.

## PATNA BRANCH SCHOOL.

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### FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—E. E. WOODCOCK, C. S.

HEAD-MASTER—MR. W. HANVEY.

THE General Examinations were held on several dates between the 7th and 15th April, and the following is an abstract of the results. There was but one student in the Senior Department, aged 17 years, under Mr. W. Hanvey, who passed a satisfactory Examination.

*First Class, Junior Department*—Seven pupils ; average age 15 years. Teacher—Mr. Hanvey.

Mr. E. E. Woodcock says—

“These boys read well and explained what they read. They answered satisfactorily the questions put to them in Grammar ; in Arithmetic they had made good progress as far as the Rule-of-Three, and their writing was unusually good for boys of their age and standing.”

*Second Class, Junior Department*—Eight pupils ; average age 15 years. Teacher—Mr. Hanvey.

Mr. E. E. Woodcock says—

“This class appears to have gone a-head of the First Class in Geography ; many of the latter could not tell the capitals of either Russia or Turkey and one boy said that the Irish Sea was between Scotland and Ireland. In Grammar and Reading the progress was satisfactory.”

*Third Class, Section A., Junior Department*—Sixteen pupils ; average age 15 years. Reading, Grammar, and Mental Arithmetic taught by Mr. Hanvey, Text Arithmetic and Copy-writing by Mr. Wright.

Mr. E. E. Woodcock says—

“ This class spell and read correctly ; they can also translate simple sentences into Hindustani. Their answers in Mental Arithmetic satisfy me that they have not learnt by rote.”

*Third Class, Section B., Junior Department*—Twenty-two pupils ; average age 13 years. Teachers—Messrs. Fraser and Wright.

Mr. Hanvey, who examined this Division, reports—

“ These students, with a few exceptions, acquitted themselves well. In Arithmetic the majority of them passed a fair Examination ; the Reading was tolerable, Spelling accurate, Explanation of passages fluent, and the abstract meaning of words also correct.”

*Fourth Class, Section A., Junior Department*—Nineteen pupils ; average age 11 years. Teachers—Messrs. Fraser and Wright.

Mr. Hanvey says—

“ The result of the Examination of these boys proved almost the same as that of the last Division of the Third Class.”

*Fourth Class, Section B., Junior Department*—Fifty-three pupils ; average age 10 years, under Babu Nobin Chunder Roy (Supernumerary Teacher), and Mr. Wright.

Mr. Hanvey says—

“ Considering the large number of scholars in this section and the short time they have been under tuition, the progress evinced by them generally is quite satisfactory and speaks very favorably of the Master's care and attention.”

“ The Vernacular Examination was conducted by Moulvie Ahmed Oollah and Syud Loothf Ali Khan, whose reports were, on the whole, favorable.”

The general opinion formed from the result of the Examination is that all the Masters deserve praise for their exertions ; the orderly conduct of the boys reflects credit on them especially on the Head-master, Mr. Hanvey.

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## ARRAH SCHOOL.

### FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—SYUD AZUMOODDEEN HOSSEIN.

HEAD-MASTER—MR. E. B. GODFREY.

3. ALTHOUGH there has not been a very rapid increase in the number of boys during the year, there can be no doubt as to the increasing popularity of the Institution. The Native community seem now to take a lively interest in the cause of Education, and the greater regularity in the attendance of the boys indicates that their parents appreciate the advantages of the instruction daily imparted to their sons.

Estimation of the School  
by the Native community.

4. The Local Committee had decided upon giving a Prize-medal for the best Essay on a practical subject, but as none of the boys were capable of competing for it this year, it has been reserved for the next year. Exclusively of the above, the Rajah of Doomraon, and Mr. W. Tayler had each expressed a desire to give a medal to the most successful student.

Prizes.

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5. There are eighty-four boys on the Rolls divided into three classes. The First Class has two sections. Section A. has two boys only. Mr. Officiating Judge Littledale and Dr. Halls, who examined them, speak very favorably of the manner in which they acquitted themselves. Section B. consists of fourteen boys, whose ages vary from 22 to 12; they were examined by Mr. Officiating Collector Swinton, who speaks of their progress in the following terms—"The boys in this class passed, on the whole, a very creditable Examination, especially in the first four subjects; all of them read exceedingly well, from which it is evident that the Head-master has taken a great deal of pains in teaching them the pronunciation of the words. I

- would advise the boys being drilled a little more in the Conjugation of Verbs and in Geography.”

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6. The Second Class has sixteen boys, who were examined by the Secretary who speaks very highly of the progress evinced by them.

7. The Third Class has three divisions, the first and third were examined by the Head-master, whose opinion of the progress exhibited by them is given below.

“I examined the Third Class in all its divisions. The first division read very fairly the Prose Reader No. I.; seemed to understand all that they read and were ready and correct in their answers to almost all the questions. They exhibited an equally correct knowledge of their Spelling, but appeared somewhat deficient in Arithmetic. The other divisions of this class learn different parts of Spelling Nos. I. and II., and on Examination displayed a very satisfactory amount of knowledge with the sounds produced by the combination of letters. On the whole I consider the result of the Examination very creditable both to the pupil and the Teacher.”

8. The Second Division of the Third Class was examined by the Secretary who expresses himself perfectly satisfied with the manner in which they have been taught. The Principal Sudder Ameen and Sudder Ameen examined the boys in their Oriental studies and were highly satisfied with the result. They propose to give Certificates of Honor to the most successful among them.

9. The Head-master deserves great credit for the pains he has taken in instructing the classes under his immediate charge as well as exercising a general supervision. The Second and Third Teachers have also done their respective duties satisfactorily.

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## GYAH SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—MR. J. B. ALLEN.

HEAD-MASTER—PUNDIT BALMOKUND.

On the 11th of January the School was visited by W. Gordon Young, Esquire, whose remarks on the state of the School are as follows :—

“I visited this school this day and was much pleased with the result of the Examination (cursory as it necessarily was), to which the classes were subjected by me and in my presence. The School appears to me to be in a prosperous and satisfactory state and to be likely to continue to prosper under its excellent Head-master.”

On the 13th and 14th of February, the School was visited by R. B. Chapman, the Inspector of Schools, who observes thus—

“Examined all the classes in some detail. I have much gratification in expressing my entire satisfaction with every part of the arrangement made by the Pundit. The boys passed a good Examination in every department; and I consider that considerable progress has been made since last year. The only point appeared to me to require attention was the state of the Junior Urdu Classes. The Master does not attempt to teach them the Grammar, the study of which is the principal object of their learning this language.”

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9. The Annual Examination commenced on the 28th of April 1856, and continued for about a week. The following are the remarks made by the several Examiners on the state of the respective classes examined by them.

First Class nine pupils; average age 15·4; six present, three sick. Examined by Lieutenant Stanton, who remarks thus—

"The boys in this class appear to have been diligent; they possess a very fair knowledge of most of the subjects in which I examined them, particularly Ram Sahay and Tarinee Churn Sircar, who both write very well, and read with fluency, and have a good general knowledge of History, Geography, and Arithmetic, which is very creditable to themselves and to the Masters under whom they have studied."

Second Class eleven boys; average age 14·9; all present. Examined by Dr. Allen, whose remarks on the state of the class are as follows :—

"I examined this class and have every reason to be well pleased with the progress the boys have made during the past year."

Third Class eleven pupils; average age 14·9; ten present, one sick. Examined by Mr. M. Brodhurst, who observes thus—

"I examined the boys of this class, and found that the greater portion of them have acquired a creditable knowledge of all the subjects which they have studied with exception of Arithmetic. Joy Gopal Sing, who is at the head of this form, deserves special notice. He is the youngest boy in the class, and has been a shorter time in the School than any of his competitors have, and notwithstanding this, has, through his abilities and application secured for himself the first place."

Fourth Class eighteen boys; average age 12·7; fifteen present, two sick, one absent. Examined by Mr. Armstrong, whose remarks are as follows :—

"On examining this class I found the boys to be very intelligent, with exception of five last-named, who appear to have been either absent or sick.

"Altogether the general intelligence shown by the boy is highly creditable to the Master, under whom they have been placed."

Fifth Class thirteen boys; average age 12·5; all present. Examined by Mr. Armstrong, who observes thus :—

"The answers given by some of the boys belonging to this class have been very satisfactory, Achruj Sing, Thakoor Dutt, and Ram Lall have shown themselves to be sharp and intelligent boys,



"The latter very much so in answering Arithmetical questions, it speaks well for the Master whom they have served and to whom great praise is due for the general intelligence possessed by nearly all the boys in the class."

Sixth class, sixty-five boys; average age 10·2; four boys absent with leave. Examined by Mrs. Sandys, who remarks thus.—"The boys of the sixth class have been examined by me.

"This class consists of sixty-five boys, divided into three divisions, out of which four were absent. With few exceptions the boys are intelligent, attentive and quick, showing anxiety and willingness to improve. This School owes its prosperity to the Head-master, Pundit Balmokund, whose exemplary conduct directs the whole establishment, and whose excellent example I cannot speak too highly of."

Seventh class, sixty-nine pupils; divided and sub-divided into several sections; average age 8·9; eleven boys absent, with and without leave. Examined by Dr. Allen whose remarks on the state of this class are as follows :—

*First Division.*—"I was much pleased with the great progress evinced by the whole of these boys, and think great credit is due to the Master under whose special instruction they have got on so well."

*Second Division.*—"The boys of this class showed great zeal in their Reading and were most desirous to impart their knowledge."

*Third Division.*—"The last division of the Seventh Class is divided into sections. I was much pleased with them all, and consider great credit is due to their Instructor."

The Oriental Department was examined by Sayed Tuffuzzool Hossein, the late Principal Sudder Ameen.

10. The Committee beg to report the great gratification it has been to them to see how well the Head-master has been able to keep up to his work this year, and trust he may continue to enjoy his health. The number of boys has only decreased two in number since the past year; there continues the same spirit amongst the respectable Natives for seeking Education.

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## MONGHYR SCHOOL.

### FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—MR. W. T. TUCKER, C. S.

HEAD-MASTER—MR. W. N. MCNAIR.

4. THE attendance of pupils has been as large as could have been expected. But that a much greater number would have availed themselves of the School had there been a proper building and sufficient space for the increased number, is, I think, extremely probable.

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8. The Examination Report has already been sent in, and, in the present state of the School, I see no use in dwelling on the subject; but I would observe that I have repeatedly examined the boys of the First Class on my visits to the School, and have never known them to acquit themselves so badly as at the Examination, *ergo*, I am induced to believe that the presence of the Committee confused the boys and prevented their obtaining the highest marks.

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11. The Committee desire earnestly to press upon your consideration the advisability of having a trained European as Head-master. The only objection that has ever been adduced against such appointment is the fact that Europeans have not usually such a knowledge of the Native languages; but the Committee respectfully observe that for the Head-master of an *English* School such intimate knowledge is not necessary, as the boys in the First Class have attained considerable knowledge of English, before they come under the direct tuition of the Head-master, while that officer can exercise the necessary supervision of the conduct of the under Masters, without such intimate knowledge of the Native languages. Concerning the present Head-master,

Mr. McNair, the Committee have no complaint to make against him, nor is his salary, the salary of a Head-master. But when the New School-house is built, and the boys have progressed, as they are rapidly progressing, beyond the mere rudiments of the English language, the presence of an European trained to the work of Education will, in the opinion of the Committee, be absolutely necessary to carry out to its full extent the purposes of the School. And there is evidently a great and valuable opening offered in this School which has been so munificently supported by the Native community, for the spread and firm support of European civilization. Mr. McNair has done and is doing his duty well, but the Committee, while recommending that he should, on the completion of the new building, be retained on his present salary, are of opinion that the objects of the School cannot thoroughly be carried out, save under the supervision of an experienced European Master on a salary of Company's Rupees 300 per mensem.

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## BHAUGULPORE SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—BABU DWARKANATH CHATTERJEE.

HEAD-MASTER—BABU GOOROO CHURN MITTER.

SINCE the date of the last Report, the number of pupils has considerably increased. There were 151  
Number of pupils. names on the Rolls of the School on the 30th April 1855, whilst those at the end of the year under review were 175, showing an increase of 24 pupils over those of the last year. The number of boys who left the School from 1st May 1855 to 30th April 1856 was 39. This increase in the numerical strength of the pupils is chiefly attributable to the gradual appreciation of the benefits of Education by the people of this District; but this move in the right direction is chiefly perceptible among the Hindu community, the generality of the Mohamedans still showing that backwardness to receive English Education.

The attendance of the pupils during the last twelve months was very satisfactory, being  $134\frac{1}{2}$  on an average daily, out of a daily average strength of  $157\frac{1}{2}$  boys. The Committee had occasion to strike off the names of only 5 boys for systematic absence, 18 boys obtained Prizes for regular attendance: of this number 7 were not absent a single day throughout the whole year, 7 missed only one day, 1, two days and 3, three days.

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The General Examination was conducted by the members of the  
General Examination. Local Committee. The Second Class, consisting of twenty-seven boys, were examined in Literature, History, Grammar, Geography, and Arithmetic, by Messrs. Cunliffe and McDonald, with the assistance of Babu

Obhoy Churn Mullick, Deputy Collector. Mr. Cunliffe, who examined them in Literature and History, reports that—

“I examined this class in Reading, Poetry, and History, and was astonished to find that the majority of the boys read correctly with fluency and with good pronunciation; but some of them were very deficient in explaining what they have read; the Master’s attention is directed to this circumstance, the boys should read a paragraph at a time, and be made to explain it as they proceed; by this means their minds would become informed of what they read. In other respects the boys generally deserve encouragement for the progress they have made, and the Masters credit for the pains they have taken.”

Mr. McDonald made the following remarks—

“I examined the Second Class boys in Grammar, Geography, and Arithmetic, and they acquitted themselves, or the majority of them, very creditably.”

The Third Class was examined by Babu Dwarkanath Chatterjee.

The Examiner remarked—

“That with the exception of 6 boys, they read very indifferently, their pronunciation was bad and accents ill placed. This circumstance was owing to no fault of the Teacher, but to the advanced age and defective preliminary training of most of them. They explained what they read very satisfactorily and spelt words occurring in their lessons with remarkable accuracy. In Grammar and Geography, I am sorry, I cannot give a favorable report. They appeared to have learnt in the mechanical parrot-way the definitions and explanations contained in these subjects, without sufficiently understanding their proper import. Many attempted to answer questions by repeating the words of the books, but a greater part failed to explain, even in their own language, the meaning of such simple words as *cape* and *promontary*, *adjectives* and *verbs*. In Arithmetic almost all of them displayed that innate Native aptness for working sums, and in inconceivably short times accurately solved questions in Multiplication and Divisions

with 10 to 12 figures. On the whole I was pleased with the manner in which the boys acquitted themselves."

The Fourth Class, consisting of thirty-two boys, of tolerably good age, was examined by Babu Dwarkanath Chatterjee in the first 63 pages of Prose Reader No. I, and Arithmetic as far as Simple Multiplication.

The Examiner remarks—

"That with the exception of the elder boys the majority read and pronounced well and worked sums with facility and correctness. The defective way of learning by rote the meanings of sentences obtains in this class and the attention of the Teacher is directed to its remedy. They ought to be made to explain sentences in their own language and not to learn the very words of the book or preceptor."

The Fifth and Sixth Classes, with all their divisions and subdivisions, were examined by the Head-master.

The distribution of Prizes to the meritorious pupils of the School for proficiency in the English and Vernacular languages took place on the 31st May 1856, and the following donations were subscribed for special Prizes for regular attendance :—

Names of Donors.	Amount.			REMARKS.
Mohasoy Dwarkanath Ghose ..	30	0	0	
G. F. Brown, Esq. ..	10	0	0	
D. Cunliffe, Esq. ..	10	0	0	
A. E. Russell, Esq. ..	5	0	0	
C. McDonald, Esq. ..	3	0	0	
Babu Obhoy Churn Mullick ..	5	0	0	
" Digumber Sircar ..	5	0	0	
" Bhugwan Dass ..	5	0	0	
" Gridharee Lall ..	4	0	0	
" Dwarkanath Chatterjee ..	2	0	0	
Total Co.'s Rupees ..	85	0	0	

\* \* \* \* \*

The Library is in good condition and contains 723 volumes of approved and standard authors. The Library. Committee regret that with the exception of the Teachers and a few of the advanced boys there are none to derive advantages from it. The propriety or otherwise of lending books to educated Native young men, unconnected with the School, was, some months ago, under the consideration of this Committee. Their desire to avail themselves of the benefits of it is so earnest, that the Committee will be induced to make it the subject of a special communication hereafter.

The Committee had every reason to be satisfied with the conduct and aptness for business displayed by the several Teachers of the School. Teachers. The result of the different Examinations reflects great credit on them. Babu Gooroo Churn Mitter, the Head-master, continues to win the good opinion of the Committee, and deserves some substantial recompense. The fact of his having every year turned out for Central Colleges Scholarship-holders from this School alone entitles him to promotion, and the Committee shall feel great pleasure to see their recommendations for increase of pay made in former Reports carried into effect.

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## **PURNEAH SCHOOL.**

**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—G. BALFOUR, ESQUIRE.**

**OFFG. HEAD-MASTER—BABU SREENATH ACHARJEE.**

THE Annual Examination was held on Tuesday, the 29th April, and was conducted by Mr. G. Loch, Judge, Mr. G. Pepper, Magistrate, and myself, and shows much the same unsatisfactory result as last year. This however is again attributable to the frequent absence and change of the Masters from ill-health and not to the fault of the boys. The First Class was examined by Mr. G. Loch, who remarks as follows :—

“The Examination of this Class was by no means satisfactory. The boys appeared to have made little or no progress during the year, but this is to be attributed to the Masters and not to the boys. In Reading the boys omit the articles and the pronunciation is bad. There is a want of readiness to give the meaning of words and phrases and they have very little general information which the Master might have imparted in the course of the lesson. A question of Arithmetic or Geography asked in the middle of the Reading Lesson, having reference to what was before them, seemed to puzzle them. In Poetry the same defects in Reading are apparent. In Grammar and Geography they all succeeded ; better in Geography than in Grammar ; but I do not think they have learnt to apply this knowledge. In Arithmetic Mookoond Lal was the best. The First Division has learnt the Definitions, Axioms and five Propositions of Euclid. They could not however get over the “ Pons Asinorum.” The third boy of the First Division did not attend.

“The class has suffered very much from the neglect of the Master arising from his continued absence from sickness.”

The Second Class was examined by myself.



"The boys read tolerably, but there is a want of readiness in Arithmetic. They cannot give a quick reply to a simple question, and a Short Division is done by the same process as a Long Division."

The Third Class was examined by Mr. G. A. Pepper, Magistrate, who remarks—

"The boys translate rather as to the meaning of *each word* than the meaning conveyed by that word in the sentence. The boys in learning to spell do not learn the meaning of the word they spell, so that the meaning must be unsatisfactory and easily forgotten. I think it would be better to teach them Spelling by Writing, instead of so many obsolete words. In Grammar again, they learn all by-heart correctly enough, but should be able to explain the meaning of what they have learnt."

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# MOZUFFERPORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—W. R. DAVIES, ESQUIRE.

HEAD-MASTER—MR. W. O'REILLY.

THE School has been gradually increasing, the number at present on the Roll being 109 against 100

## STATE OF THE SCHOOL.

Judicial Officers ...	5
Wukeels .....	14
Mooktears .....	14
Writers .....	14
Amlah .....	29
	— 76
Zemindars .....	16
Bankers .....	1
Merchants .....	2
Shop-keeper .....	1
Teachers .....	5
Servants .....	5
Christians .....	3
	— 33

on the 1st April last year. The statement on the margin exhibits the classes of society from which the scholars are furnished. A large majority, it will be seen, consists of the sons of people connected with the Courts and Offices in the District.

*Examination—First Class.*—Passages selected for the purpose were read by the boys with tolerable fluency, and they explained the meaning of words and sentences in English and the Vernacular.

Their pronunciation, though still faulty, is on the whole better than it was before. On this point, however, the Committee would remark that it is a matter of no ordinary difficulty for lads of the age which most of this class have attained, situated as they are, and prevented by circumstances from using, in familiar conversation, a language they are attempting to learn in the School, to make any rapid improvement. The Committee consequently are well satisfied with the improvement which is visible in regard to the translations into English from the Vernacular. The Secretary, who has made this class furnish him with weekly papers for some time, reports that the exercises are very indifferently written, exhibiting a great want of accuracy in Grammar, language, and style. The necessity of a closer attention on the part of the Head-master to this Department of their studies cannot therefore be too

strongly dwelt upon. In the remaining subjects of their studies they show a fair degree of proficiency.

*Second Class.*—These boys were made to undergo an Examination in several passages which they had not previously read, in order to test their familiarity with the language. They read with great facility and their knowledge of the meaning of words and phrases appeared very fair ; but, as in the case of the First Class, the Committee think there is room for improvement in regard to the pronunciation. In Geography they are well acquainted with the position of all the principal places on the Map, and they repeated the geographical definitions which they have committed to memory with great quickness. In all the other branches of their studies they exhibited a fair knowledge.

*The Third Class* consists of seventeen boys, the average of whose age is 15 years ; and, considering the time they have been in the School, the progress made by them is considered fair.

The remaining three classes, namely, *the Fourth*, consisting of twenty boys, *the Fifth*, of twenty-three boys, and *the Sixth*, of twenty-five boys, may be dismissed with the remark applicable to them all, that they appear to have made a sufficiently fair progress.

The Examination of the Oriental Department, which occupied two whole days, was conducted by the Native Members, Moulvie Iradut Ally Khan and Syed Mahomed Tukee Khan, who have reported very favorably of the progress made. These gentlemen are however of opinion that two Masters are not sufficient for the large number they have to instruct.

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The Committee have been enabled, with the aid of the same funds which were collected on the occasion of the Lieutenant-Governor's visit to this District to make considerable improvements in the building. The house originally consisted of a centre room with a flat roof and side rooms on the North and South, with sloping thatched roofs. The South side has been raised to the same height as the centre room and made pukka ; to the West

a new pukka room, 24 by 20, has been built for the Library, and a pukka portico has been added to the front. The Committee are anxious to make corresponding alterations to the North, but a separate Report will be submitted on this subject as soon as the Estimates which have been called for are ready.

The management of this Estate has been entrusted to Mr. W. R. Davies, by whom a settlement has been recently effected, which will yield a large surplus for educational purposes. The amount collected from the date on which it was taken possession of, viz. the 8th August 1853 up to the 30th April last, is Company's Rupees 11,337-3-11. The disbursements made on account of revenue, the costs of collections, and the salaries of the two Oriental Teachers, amount to Rupees 7,094-7-2, leaving an available surplus in the Collector's Treasury of Rupees 4,242-12-9, a portion of which the Committee purpose appropriating, with the sanction of Government, for enlarging the School-house in the way proposed above.

In conclusion the Committee beg to observe that they have every reason to be satisfied with the conduct of all the Masters. Mr. W. O'Reilly is zealous, pains-taking, and uniformly kind to the boys, and the under Teachers are well thought of by the Native community.

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## **CHUPRAH SCHOOL.**

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**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—R. J. RICHARDSON, ESQUIRE.**

**HEAD-MASTER—MR. W. HANVEY.**

7. CAZEE Ramzan Ali very liberally presented the School with a pair of valuable Globes, besides a copy of Walker's Universal Atlas, and the Maharajah of Bettiah gave the following books for the Library :—

Aikman's History of Scotland in 6 volumes.

Hume's History of England, with a continuation by Smollett, in 13 volumes.

8. The Annual Examinations were held on the 29th and 30th of April by the several members of the Local Committee, each member taking a distinct subject.

9. The Library (if such it can be called) is in a most imperfect state. Immediate measures will, however, be taken to put it upon a better footing.

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## RUSSAPUCLAH SCHOOL.

FROM THE REPORT OF THE HEAD-MASTER, MR. G. H.  
W. CONROY.

THE Masters have been regular in their attendance, and  
zealous in the discharge of their duties  
during the past Session.

Masters.

\* \* \* \*

THE Examinations were conducted by His Highness Prince Gho-  
lam Mahomed and the other Members of  
the Local Committee assisted by Captain  
F. Palmer and the Head-master.

Examinations.

THE First Class, consisting of six boys, one of whom was absent  
on Medical Certificate during the Ex-  
amination, has received instruction in all  
subjects from the Head-master, except in the Vernacular, in  
which it has been taught by Pundit Ramchunder Biddyalankar.

First Class, English  
Department.

The following are some of the remarks of the Examiners—

\* \* \* \*

*First Class, Literature.*—"On the whole, I was greatly pleased  
with the result of my Examinations. Bearing in mind what I  
have found elsewhere, with reference to the extent of instruction  
involved, I pronounce favorably on a comparative recollection of  
other Schools, I consider this class to hold forth the fairest promise  
of future excellence.

*History.*—"A dozen questions taken from Tytler's Elements  
of General History were given to this class, but I regret to say the  
answers were not such as to justify me in awarding any Prize.

*Grammar.*—"The pupils of this class answered correctly most  
of the questions given them. But this observation only applies  
to the purport, and not to the language, of their remarks, which,  
with one exception was most slovenly and inaccurate. This is  
the more remarkable that one and all were able to emend the

questions involving points of false Grammar or of bad Syntactical construction.

*Geography.*—"The boys did not acquit themselves to my satisfaction. They evinced but very slender knowledge of the Geographical position of places. Their answers moreover to the ethnological questions were for the most part incorrectly given; on the other hand they traced with very considerable accuracy, considering the little time they have devoted to this subject, Maps of the Baltic and Black Seas, &c.

*Arithmetic.*—"In this subject two boys passed an excellent, two an indifferent, and one a discreditable Examination.

*Geometry.*—"The progress of this class in Geometry has not been commensurate to the labor bestowed upon it. Only two boys were able to solve the Geometrical exercises taken from Colenso's Euclid. Accurate solutions were in many instances marred, or rendered totally unintelligible, for the want of a neat and methodical arrangement. As a consequence, I do not feel myself justified in awarding a Prize for this subject.

*Algebra.*—"Their answers exhibited the same want of a neat and compendious arrangement observable in their solutions of the Geometrical questions. In other respects the result of the Examination was fair."

This class is composed of twenty-one boys, two of whom were sick during the Examination. It has been exclusively taught by Mr. Behrendt.

Second Class.

The following are the remarks of the Examiners:—

"The boys of this class have acquired a very creditable knowledge of *Etymology and Syntax*. Their replies were given with considerable facility and precision, and, with one or two exceptions, in language unusually correct and fluent for lads of their age and attainments. Their pronunciation however (Sahibzadah's, Feroke Bukth, and Wahajooddeen alone excepted) was guttural and bad.

In *Geometry*.—"Although the general result was satisfactory, they did not acquit themselves so well. In this branch, it is but fair to add, the majority are mere tyros.

In *Arithmetic* also they did not pass a creditable Examination. Their work was deficient in neatness and arrangement. This defect is, I think, attributable to the very objectionable practice of calling out merely the answers to questions instead of submitting the whole process for the inspection of the Master.

"*Their Algebra* was a total failure.

*Geography*.—"I examined the Second English Class in Geography. The pupils passed a creditable Examination.

*Literature and History*.—"Of the Second Class, I have also much pleasure in speaking laudatorily. The answers of the pupils, in History more especially, were remarkably good. I examined them in the first 36 pages of Marshman's History of Bengal, in the Prose Reader No. V., and the Poetical Reader No. III. The promptitude and correctness with which, with certain few exceptions, the answers were given, were alike creditable to the scholars and the Class Master showing that pains had been successfully taken in their advancement; but I cannot omit to observe how very sadly defective were both Reading and pronunciation: however, the intelligence of the class, generally, has evidently been fostered with care and is deserving of every praise. The number of students present, on the two days of Examination, was eleven on the first and ten on the second day."

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The Third English Class consists of twenty-one boys of whom three were absent. They read with fluency and precision several passages selected from Prose Reader No. II.; the Bengali Explanation was both idiomatic and correct. In Grammar, Geography, and Arithmetic they acquitted themselves very creditably. In writing from Dictation they afforded me much satisfaction, the papers of some of them being free from a single error."

\* \* \* \*

Of this class, which is composed of fifty-nine boys, divided into three sections, five pupils were absent and four sick during the Examination. It

Third Class, English Department.  
Fourth Class, English Department.



has been instructed in all subjects by Babu Rajendro Mullick. The Examiner's\* report is as follows :—

“ I have the honor to state that I examined fourteen boys of the English Department in Prose Reader No. I., but having been suddenly taken ill, I was unable to conclude the Examination and cannot therefore report thereupon beyond stating that the first day's work was satisfactory.”

“ I examined the Fourth English Class of the Russapuglah School on the 15th April last. The first section consists of twenty-five lads of whom three were absent. They read well and explained correctly. In *Spelling* they were accurate and distinct. In *Grammar* except on the part of a lad named Khoreshed, the Examination was satisfactory. In *Arithmetic* they passed fairly.”

*Second Section.*—“ The Second Section consists of thirteen lads of whom one was absent. They have learnt thirty-eight pages of Spelling Book No. I. They passed a pretty good Examination.”

*Third Section.*—“ The Third Section consists of twenty-seven pupils of whom six were absent. They are all newly admitted boys and just beginning to learn Spelling. They have done as much as can be expected of them.”

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\* Examined on the 1st day by Nawab Khyroollah Khan.

## **BARASET SCHOOL.**

**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—BABU NOBIN CHUNDER DOSS.**

**HEAD-MASTER—BABU NOBIN CHUNDER DOSS.**

BABU Nilmoney Mitter, Deputy Magistrate and Member of the Local Committee, has offered 16 Rupees to be distributed in Prizes among the boys who excel in Hand-writing, and have distinguished themselves by regularity of attendance; Babu Dinonath Dhur, Sub-Assistant Surgeon and Member of the Local Committee, a Book-prize worth 10 Rupees, as a reward for the best Map; and Babu Kally Kinkur Chowdoory, an inhabitant of Bamunmoorah, a Silver Medal to be awarded as a Prize for distinguished merit in the Vernacular. These are the first donations for Prizes that have ever been presented to the Baraset School; and the Committee must not refrain from expressing its pleasure at this proof of the interest taken by individuals in the cause of Education.

I am also directed to add that the Schooling-fees of some of the boys whose circumstances are poor, are paid by individuals who take an interest in the School.

The Library contained on the 30th April 1855, about 655 volumes of select works to which 67 volumes have been added during the year under review. It has been much resorted to by the senior boys and the Masters. The books are in good preservation.

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The Boarding House being an experimental Institution, a Half-yearly Report on its progress was submitted in October last, accompanied by statements, which showed that there were then as many boarders as could well find accommodation in it. Since that time, the number has continued complete and almost uniform. There is one boy from Futtehpoor, two from Palarah, in Hooghly, a fourth from Chowrassee, and the majority come from places,

which though nearer than the above, are still too distant for day Scholars.

The Agricultural Class attended the farm and received lessons, especially in Botany and Chemistry, for two-thirds of the year; and during the last four months, they have been allowed to devote their entire attention to the subjects of the Annual Examinations. To encourage this branch of Education an attempt was made, though without success, to incorporate it with the Scholarship Course for this School. The want of a suitable book on the Agriculture of Bengal was the chief cause of its failure. Dr. Thomson, Superintendent of the Hon'ble Company's Botanical Garden, whose opinion on a little work, intended to serve as a text-book was requested, and who was solicited to choose another, in case that was not approved by him, wrote in reply, as follows:— After pointing out the defects of the book submitted for his consideration, he goes on to say, "I am sorry that I am not able to suggest any book which would be better adapted for this desired purpose than this. It is much to be desired, that an elementary work should be prepared for this country, but I know no one fitted by experience in the Agriculture of India and England to undertake such a task." And so the matter dropped.

With the chemical re-agents and apparatus received from Government and some more purchased from the Bazar, experiments on the properties of some of the elementary gases were shown to the students of Agriculture. The Microscope was also much used in exhibiting to them the internal structure of plants. In December last, an Examination was held in Chemistry, and the result was satisfactory on the whole.

The Garden is succeeding; a surplus is in hand arising from the proceeds of the sale of its produce. The appointment of a better Mallee than the present one is in contemplation. The Cape vegetable seeds supplied by the Agricultural and Horticultural Society, in August last, were all grown with success excepting Salsafy, Thyme, and Asparagus, which defied all the care that could be bestowed on them; perhaps there was something wrong

in these seeds. The distribution of seeds and young plants to the neighbouring ryots has been made as usual. On the whole, the Committee views the Garden as by no means the least useful characteristic of the Baraset School.

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Ten boys from the First Class were sent to compete for Junior Scholarships at the Town Hall. The result of their Examination has not yet transpired. Statement D. shows that during the last year two boys from this School held Junior Scholarships at the Presidency College and that the stipend of one of them has been made tenable for four (4) years, provided, of course, due progress is shown in his studies. During the preceding year no boy had succeeded in gaining a Scholarship.

The General Examinations of the School were conducted by Mr. J. H. Mangles, the Joint Magistrate, Babus Nilmoney, Mittre, Bamun Chunder Buttacharjee, and Dinonath Dhur, from the 7th to the 15th April 1856.

Mr. Mangles, who examined the Second Class in Literature, Second and Third Mathematics, History, and Grammar, and the Third Class in Reading, reports as follows:—

“The result of my Examination of the Second and Third Classes of the Baraset School, has greatly exceeded my expectation. The Second Class especially, which I examined in nearly every subject, acquitted itself admirably. I have been surprised to find to what a high standard it has been raised, and how very near in attainments it stands to the First Classes of other Schools, that I have visited. In History, Grammar, Geometry, and English Reading, some of the boys very greatly distinguished themselves, and the majority passed the ordeal well; whilst the general attitude of the class was so intelligent and attentive, that Examination was a pleasure rather than a task. In Arithmetic and Explanation the result was not quite so satisfactory. Indeed I

would draw especial notice to the latter subject as deserving a little more attention than seems to have been paid to it ; on the whole, however, I must report most favorably of the proficiency of the class which is no doubt to be attributed in a great measure to the efficiency of its Master, who deserves the highest credit for his successful exertions.

“ I examined the Third Class in Explanation only, but whilst doing so had ample opportunity for judging of its proficiency or the reverse ; I am bound to say that it deserved and received from me at the time a very high praise ; here again, I believe, that the success is almost entirely owing to the ability and energy of the Master by whom it has been taught. In Geography, Bengali, and Dictation, the Second Class acquitted itself quite satisfactorily. The Third Class passed a fair Examination in these subjects and History, but failed in Arithmetic.

*Fourth Class.*—“ This Class has done remarkably well in Arithmetic, Hand-writing, and Map-drawing, in all of which it has certainly excelled the Third Class, whilst it has equalled, if not surpassed, the Second Class in the two latter subjects. In the remaining subjects such as History, Geography, &c., the class showed signs of equally careful study.

*Fifth Class.*—“ This class has always appeared to be efficiently managed and the very favorable result of its Examination entitles the Master to great credit for his industry and general mode of teaching.

*Sixth Class.*—“ This class consists of two Divisions the second of which requires at times almost as many different lessons as there are boys in it. The Examiner reports that these boys did not explain with facility what they had read, a circumstance which must be chiefly attributed to the fact that their attendance has been very irregular and uncertain. The Teacher spared no pains in imparting his instructions.”

I have been directed to enclose in this Report the following remarks made by the members of the Local Committee.

"The Head-master of the School being also Secretary to the Local Committee, would be naturally unwilling to attach his own name to any remarks which the Committee might direct him to record relative to his services during the past year. It has therefore become necessary that the members of the Committee should record in their own names these remarks to be incorporated in the General Report of the School.

"We have not all had opportunities for observation during the whole year. Indeed one of our number has only very lately joined this station. But we have all seen enough of the management of the School to test and to estimate very highly the services of its Head-master. To put aside the question of his attainments which his testimonials suffice to prove, we would especially instance his great popularity with the boys and generally with the neighbourhood; his careful and strict attention to his duties and the high standard to which he has raised the School. In some respects, perhaps, he may have found his path smoothed by the labor of his able predecessor. He has, however, contributed himself very considerably to its present flourishing condition. Although we should be glad to hear of his promotion, his removal from Baraset would be a subject of great regret to us, as we could scarcely hope that his successor would be equally able and energetic in the discharge of his duties or equally pleasing in his intercourse with us all.

(Signed)

J. H. MANGLES.

"

D. N. DHUR.

"

BAMUN CHUNDER BHUTTACHARGI.

"

NILMONEY MITTRE.

*Remarks by Mr. Woodrow, Inspector of Schools.*

2. The Baraset School is one of the best in my District, so far as attainments in English are concerned, and the standard gained by the boys in the General Examination is highly satisfactory. The Head-master, Babu Nobin Chunder Bose, gained high distinction at College and is popular at the School.

8. Yet I cannot approve of the mode in which the studies of the first three classes are conducted. An opinion has unfortunately arisen that it is below the dignity of boys to receive good marks for their lessons, to take places, or to observe the usual plans by which a healthy emulation is maintained.

4. Again, they never stand, even when individually reading or repeating their several parts in the lesson. They remain seated wherever they please in the class, hour after hour. Schools in England would be ruined by such a want of exercise and excitement. They are not ruined here, because Bengali boys have less aversion to inactivity, and probably a greater eagerness for the knowledge which will obtain them lucrative situations in after-life.

5. That the Baraset School should be so good as it is speaks well for the intellect of the boys and of their Masters. The Masters certainly teach the classes in English Literature and History, &c., well, and this is to their credit. But they encourage the love of sedentary pursuits which is the characteristic failing of Bengali. Will these boys who sit motionless for six consecutive hours, be fit to endure the rough activity of an Engineer or the hardship of a Pioneer in the jungles? They will ultimately be fit for *keranies* and nothing more.

Magistrates and Merchants will still look in vain for that self-reliant spirit which meets hardships, and adventures of Mofussil life with equanimity, not to say delight.

6. In fact by Education like that at Baraset, we do as much harm as good. There is certainly a garden, and the boys learn Agriculture. But the malees till the ground, and the boys though ready enough with the distinctions between monocotyledonous and dicotyledonous plants as given in the book, could not tell to which of the classes a mango tree or a bamboo belonged.

7. The boys at Baraset began well, but have stopped short, and I lay the blame partly on the Teachers and partly on the boys. The want of sufficient security that the time given to the

garden will bring Scholarship marks, deterred the latter from spending much time in the work.

8. There is but little personal activity among the Natives of Bengal. The climate and ordinary food undoubtedly are unfavorable to the development of personal strength and courage, but still Government Schools ought not to foster the defects caused by Nature. Baraset School had a garden and facilities of combating these evils. I regret deeply that these facilities have not been more improved. I feel disappointed at Baraset which had all the capabilities of being a Model School. The Magistrate has taken up the garden in question, and under his care I feel convinced that its use will be more developed."



## JESSORE SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—DR C. PALMER.

HEAD-MASTER—MR. J. SMITH.

ACCORDING to a Resolution of the Committee, every week the School was visited by a member when his turn came, though in some instances the name of the visiting member was not entered in the Visiting Book.

The first Section of the First Class competed for Junior Scholarships. The Examination was superintended by the following gentlemen :—

Mr. Molony ..... *Literature.*

Babu Upender Chunder Nyarutna. *History.*

Mr. Jenkins ... ..... *Mathematics.*

Mr. Fowle ..... *Geography and Zoology.*

Babu Anand Chunder Banerjee .... *Translations.*

Dr. Palmer ..... *Viva Voce.*

This section was examined, as usual, by means of written questions. With two exceptions, the performances of the boys were good.

Babu Upender Chunder Nyarutna examined this section in Bengali, who reports—

“The answers of these boys show that they had been well taught. They read and spelled accurately with a few exceptions. In Bycurun they were very good. Their Teacher Nilmony Nyarutna deserves great credit for his exertions in bringing them so well.”

This class was, for the first time, examined by written questions. The answers of the boys evinced a fair knowledge of the subjects they had been taught, reflecting much credit on their Master. Babu Mo-

Second Class.

hesh Chunder Banerjee, the Second Master ; seven boys gained above three-quarter, and nine about half of the entire number of marks. In Mathematics, however, they did better than other subjects.

Babu Upender Chunder Nyarutna was satisfied with the Examination of this class in Bengali. Almost all knew well what they had been instructed by the Pundit Nilmony Nyarutna.

Mr. Molony examined this section. In Literature three boys gained two-thirds ; sixteen, half ; four, two-fifths ; and three one quarter of the maximum number of marks. In History, Grammar, and Geography, several obtained higher marks with the exception of some dull boys at the bottom of the class.

Mr. Molony reports—

“The boys at the head of this class and those who paid attention to their studies during the year, evinced a good knowledge of the several subjects, thereby showing that the Master, Sharoda Prosad Roy, had taken considerable pains in their instruction.”

Babu Anand Chunder Banerjee examined this section in Bengali who remarks :—

“The result of the Examination was very satisfactory. Nilmony Nyarutna has taken great pains with them.”

Mr. Jenkins conducted the Examination of this class. Nearly one-half of the boys obtained more than three-quarter out of the whole number in Prose and Poetry ; of the remainder some half, two-fifths, and quarter. In History, Grammar, Geography, and Arithmetic, the result was equally satisfactory.

Mr. Jenkins remarks—

“This class generally seem pretty well prepared in the subjects, and what they have learnt they know well. Their Master Koylash Chunder Mitter has evidently taken great pains in instructing them.”

Babu Anand Chunder Banerjee, the Examiner of this class in Bengali, remarks—

“ They passed a very fair Examination in Bengali.”

Mr. Fowle, who examined this class,  
Fourth Class, Section I. reports—

“ Considering the short time in which the boys of this class have attended the School, the result of the Examination does great credit to them and to their Teacher Kaly Kant Mitter. Their reading was generally very good, but the highest marks were obtained in Geography and Grammar, in which they were, with only a few exceptions, well instructed as far as their studies had gone.”

Babu Anand Chunder Banerjee examined this class in Bengali. He remarks—

“ The Examination of these boys was very satisfactory.”

Dr. Palmer examined this class of mere beginners. Almost all spelled correctly as far as they had read. Some failed in Arithmetic. Madhub Chunder Poddar has been recommended for a Prize, he being the best in both the subjects.

Babu Anand Chunder Banerjee, who examined this class in Bengali, considers Jogindro Nath Lahory entitled to a Prize.

When a Master is appointed to this section, there is every reason to expect that it will do better next year.

Donation.

Ranee Kattyanee has continued to pay her annual donation of 300 Rupees.

## **PUBNAH SCHOOL.**

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**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—R. ALEXANDER, Esq.**

**HEAD-MASTER—BABU GOURNARAIN ROY.**

**THERE** has been a falling off in the numerical strength of the School during the last Session. The number of pupils borne on the Rolls on the 30th April 1855 was 170 ; while that on the 30th April last, was 148. This decrease in the numbers may be justly attributed to the rise of other academical Institutions in the District during the year. Among these may be mentioned the Schools at Coomarcolly and Tahtebund, at both of which Education being imparted in English and Bengali, the little boys, whose family residences were nearer to those places than to Pubna, were transferred to them by their friends. A further reason may be noticed in the large number of boys dismissed from the School during the year on account of arrears of Schooling-fees.

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During the past Session the School has sustained a heavy loss by the death of the late Judge of Rajshahye, Mr. G. C. Cheap, its greatest benefactor, through whose generous exertions and great liberality it not only came into existence, but was supported for upwards of eight years before it was taken under the auspices of Government. His donations to it, besides his monthly subscription of Rupees 10, continued for the whole of the above period, amount to very nearly 1,700 Rupees, and form by far the greater part of the invested fund of the School ; and the Committee gladly embrace this opportunity to express their high sense of the very lively interest Mr. Cheap thus evinced in the cause of Native Education, and to place his public spirited conduct on record in connection with the School.

The Annual Examination of the several classes of the School was held on the 22nd, 23rd, 24th, 25th, 26th, and 28th April last, and was conducted by the resident members of the Committee, assisted by the Head-master who examined the three sections of the fourth or last class. The result of the Examination will appear from the following remarks made by the Examiners—

“ This section contains eighty-two pupils, of whom sixty-three were present, the rest being absent from sickness and other causes. It is taught by Babu Madhub Chunder Sircar, Fifth Master,

“ In oral Reading and Explanation most of the boys passed a good Examination. In the other subjects also they acquitted themselves tolerably well. They appeared, however, to have learned their Geography by-heart without understanding it thoroughly, as all of them failed to answer questions framed otherwise than in the book. Some of the younger boys had done nothing in Bengali during the year. But the section is far too large to be efficiently managed by one Master.”

This section counts eighteen pupils, of whom fifteen were present. It is taught by Babu Womesh Chunder Sircar, Fourth Master.

“ The oral Reading was not quite so good as could have been wished, and the Explanation was worse. But the Grammar, Geography, and Arithmetic were very well got up. The Examination in Bengali was very satisfactory.

This section consisting of eighteen boys of whom sixteen were present on the day the Examination was held, is taught by Babu Kishen Dhon Mozoomdar, Third Master.

“ The progress made by this section is not quite what I had expected, only a few pages of each book having been gone through by the boys. Making allowance for the lateness of the period at which the classification was made, and the new

course commenced last year, I think more ought to have been accomplished. But what has been done, has been, for the most part, done well. The boys have not, however, had much exercise in Parsing."

This class, under the tuition of the Second Master, Babu Ram Chunder Nundy, is composed of sixteen pupils, of whom thirteen were present.

Third Class.

The Examiners, Messrs. Alexander and Ellis and Babu Kylash Chunder Deb, report—

"Out of sixteen boys on the list three were absent, and the remaining thirteen were then tested by the Examiners. This Examination was not so satisfactory as the Examiners had been led to expect, considering the time during which the boys have been under tuition; the Examiners particularly would remark, that the subjects of Literature and Grammar were a failure."

This class contains fourteen pupils, all of whom were present.

Second Class.

It has been under the charge of the Head-master during the past Session.

The Examiners, Messrs. Alexander and Ellis, and Babu Kylash Chunder Deb, remark—

"Out of the fourteen boys, who presented themselves for Examination, the Examiners beg to record their high satisfaction in general with the manner in which the replies were given, and in particular to notice Issur Chunder Chuckerbutty, whose answers were very correct and to the point."

The First Class was vacant throughout the whole of last year,

First Class.

as the students of the preceding year left the School after the Examination, three to join the Berhampore College with Junior Scholarships, and the rest to seek for employment; and the pupils of the next lower class were not sufficiently advanced to take their places.

The Committee have every reason to believe that the School is steadily rising in the estimation of the people of Pubna, who show considerable inclination to benefit by it.

The Head-master says he has every reason to be satisfied with the manner in which the Assistant Masters have discharged their respective duties during the past year.

The conduct of the students has been very satisfactory throughout the Session, and their moral character quite unexceptionable.

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## FURREEDPORE SCHOOL

### FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—S. F. DAVIS, Esq., C. S.

HEAD-MASTER—MR. L. F. LEFEUVRE.

THE Committee for the purpose of transacting general business met nine times and for special purposes once during the Session.

No Special Prize was received this year. The Subscription Book was, as before, circulated by the Head-master, and the following amounts were thankfully received for general Prizes:—

S. F. Davis, Esquire .....	10 Rupees.
W. L. Mackenzie, Esquire .....	4 „
Moulvie Nuzeeroodeen .....	4 „
Babu Calla Chand Dey .....	4 „
„ Rausbehary Bose .....	3 „

The Committee have every reason to believe the Masters have been zealous and attentive in the discharge of their respective duties. The Head-master has given great satisfaction by his assiduity and punctuality, and by the interest which he evinces in the welfare of the School.

Much irregularity has of late been observed in the attendance of the students, but this was partly owing to prevalence of sickness, to avoid which those who have homes in the Mofussil, were obliged to leave the station occasionally.

\* \* \* \* \*

The General Examination of the School commenced on the 15th April and lasted until the 22nd, and was conducted by the members of the Local Committee assisted by the Head-master,



who took some of the junior classes. The result of each class is stated below :—

This class, composed of twelve boys, of whom three were absent during the Examination, was under  
 Second Class. Babu Anund Chunder Sen, the Second Master. The following are the remarks by the Examiners on the state of the class :—

Babu Calla Chand Dey says—

“In Arithmetic the boys of this class passed a good Examination. In Algebra, with a few exceptions, they acquitted themselves creditably. But their progress in Geometry has not been so satisfactory as could be desired except two boys who evinced a very good knowledge of the first two books.”

Babu Rausbehary Bose says—

“This class consists of twelve boys, of whom eight only were present when I examined it on the 15th April 1856. At the request of the Head-master, they were required to pass a written Examination in Literature. This I was, however, told they did not expect, as they had never been in the habit of explaining any thing in writing. It was probably for this reason, that their answers abounded in mis-spelling and were generally unintelligible. Making due allowances for this, their explanations of the Poetical Reader, on the whole, were very creditable, and showed that their Master had taken pains to make them thoroughly understand what they read.

“In Grammar, these boys with the exception of two, passed a highly satisfactory Examination. The only general defect I had to remark was in their Orthography, the importance of which they are in the habit of under-rating. But except this it is difficult to point out any part of the book with which they were not intimately acquainted.”

Mr. S. F. Davis says—

“This class, with two exceptions, passed a good Examination in History, and the boys have displayed a very fair knowledge of the subject.”

In Geography, the same Examiner remarks—

“This class has not done very well in this subject, excepting those three boys who have got the highest marks.”

Babu Rausbehary Bose says—

“In Vernacular Prose, and Grammar, this class passed a remarkably good Examination. In Translation from Bengali into English and *vice versa*, they also did pretty well. Last year I had to remark on the apathy and indifference generally evinced by the boys in the cultivation of their mother tongue, and on the necessity of offering better rewards for proficiency in it. This year I am happy to observe that they have made much better progress.”

\* \* \* \* \*

This class, composed of fourteen boys, of whom two boys were absent during the Examination, was

Third Class.

taught by Babu Oma Sunker Sen, the

Third Master. Babu Calla Chand Dey reports—

“With the exception of a few boys, this class passed a successful Examination.”

In Geography, Mr. Davis says—

“The boys of this class, with the exception of Gobind Chunder Roy, seem all to have paid a good deal of attention to this subject.”

In History, the same Examiner remarks—

“The above marks show that, with two exceptions, this class has passed a creditable Examination in this subject.”

Babu Rausbehary Bose says—

“In Literature this class passed a pretty fair Examination. They read both Prose and Poetry well, and gave the meanings of the words quite correctly. Their Explanation of the Poetical Reader was also tolerably satisfactory, but they did not succeed so well in Prose. In Grammar they did somewhat better. It is however to be wished that they should pay more attention in order to understand the Definition, and Rules of Grammar than commit them merely to memory

which many of them appear to be in the habit of doing. In Vernacular Grammar, this class passed a very creditable Examination. Their Explanation of Vernacular Prose was also highly satisfactory, and in Dictation, they did even much better than the boys of the Second Class. With regard to their style of reading there is however much room for improvement, as they do not pronounce the emphatic words and phrases so as to distinguish them from the rest of the sentence, and they read the most pathetic, and the most tame passages without any perceptible difference in their tone and voice. This distinction, it must be acknowledged, is not always observed by many advanced Bengali scholars. I notice this defect therefore not so much with a view to find fault with these boys, as to call their future attention to the subject. In Translation from English to Bengali, this class did as much as could be expected from boys who have not been sufficiently accustomed to it, and who do not yet understand the difference between the idioms of the two languages."

The Head-master, who examined this class in Writing, reports—

"The writing of these boys, on the whole, was very fair, more attention, however, should be paid to so important a subject."

This class, which consisted of seventeen boys, of whom one was absent during the Examination, was  
Fourth Class. under Babu Surrut Chunder Doss.

Babu Calla Chand Dey, the Examiner in Arithmetic, remarks—

"Most of the boys of this class passed a very satisfactory Examination; but the rest displayed little progress in Arithmetic, in comparison with the other boys.

In History, Mr. Mackenzie says—

"I was, on the whole, well pleased with the manner in which the boys acquitted themselves, though from the manner in which many of the boys rattled off their answers, I am inclined to suspect that with them the Examination was a mere exercise of the memory, and did not prove the solidity or otherwise of their attainments."

In Geography, the same gentleman adds—

“I was much pleased at the manner in which the boys acquitted themselves, specially Nos. 4, 5, 8, and 11, who did remarkably well.”

\* \* \* \*

In Literature and Writing, the Head-master remarks—

“With three exceptions the boys of this class have passed a very fair Examination in Prose and Poetical Reading and Explanation. In English Grammar they have not done so well. Their writing from Dictation was better, though four boys appeared to be far behind the rest.”

\* \* \* \*

In Vernacular, Babu Rausbehary Bose states—

“These boys passed a very fair Examination in Vernacular Grammar and Prose. There are several dull boys in this class, who show very little signs of improvement, and great credit is due to the Master for having worked on these unpromising materials with so much success.”

This class, composed of twenty-three boys, of whom five were absent during the Examination, was taught in Grammar and Geography by Babu Oma Sunker Sen; in Reading and Explanation, by Babu Surrut Chunder Doss; and in the other subjects by Babu Mohesh Chunder Biswas.

In Arithmetic, Babu Calla Chand Dey reports—

“Only five boys of Section A. of the Fifth Class, passed a satisfactory Examination, of the rest two passed their Examinations middlingly, four indifferently, and six badly.”

In Geography, Mr. Mackenzie says—

“I was, on the whole, rather disappointed with the class, but particularly well-pleased with boy No. 12, little Radha Kistore Ghose.”

In Literature, the Head-master reports—

“This class has passed a very satisfactory Examination in Reading and Explanation. In Grammar it has not done well, with the exception of four boys all the others have obtained less

than two-fifth marks. Rakhal Chunder Bhattacharjie is deserving of a Prize."

In Writing, the same Examiner adds—

"Most of these boys write very neatly for their tender age."

In Vernacular, Moulvie Nuzerooddeen states—

"I have examined the pupils of this section in Bengali on the 15th April. In reporting their performances I feel a great pleasure to say, that the students acquitted themselves satisfactorily. At the time of Examination there were four boys absent and one sick."

This class consisting of three divisions, was composed of Fifth Class, Sections B, thirty-one boys, of whom ten were absent C, D, during the Examination, and was taught by Babu Mohesh Chunder Biswas.

Moulvie, Nuzerooddeen says—

"On the 15th and 17th April I held an Examination of the pupils of these three Sections in both English and Bengali; with few exceptions the boys passed fairly."

## BURRISAU SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—C. W. MACKILLOP, Esq. C. S.

HEAD-MASTER—BABU BONOMALI MITTER.

THE number of boys on the Rolls during the year under review falls a little short of that in the last Session. The trifling diminution is rather nominal than real, and may partly be attributed to several of the boys having left the School for some time owing to cholera having been prevalent at Burrisaul during the hot season of last year.

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In order to excite a spirit of honest emulation among the boys, and to give a stimulus to the prosecution of studies, the European and Native gentry of this station, on the occasion of the distribution of Prizes in January last, subscribed the following sums to be awarded as Prizes to the most deserving at the next Annual Examination :—

	Rupees.
F. B. Kemp, Esquire .. .. .	16
H. A. R. Alexander, Esquire .. .. .	16
M. Scanlan, Esquire.. .. .	5
Pundit Sree Nath Biddabagish .. .. .	8
Babu Nobin Kishen Paulit .. .. .	16
Syud Abdool Mujeed .. .. .	20
Babu Bisseswar Doss .. .. .	10
„ Kassiswar Doss .. .. .	10
Moonshee Mahomed Ahsan .. .. .	10
Moulvie Toful Ahmed .. .. .	10

Babu Ram Kanae Roy .. .. .	16
„ Nobin Chunder Roy .. .. .	8
„ Gooroo Prosaud Sein .. .. .	5

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Rupees ..... 150

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*Scholarship Examination.*—The First Class contains six boys, two of whom offered themselves as candidates for Scholarships. Questions were sent by the Director of Public Instruction for their Examination. They underwent the ordeal in the presence of the members of the Local Committee.

General Annual Examination.

The General Examination was held by the members of the Committee on the 21st, 22nd, and 23rd of April.

The remaining four boys of the First Class, whose ages vary from 15 to 17, were examined by Mr. Pearson, who reports as follows:—

“I was very well satisfied with this class. The standard of excellence was 70 marks, so that the result, as shown herein, is exceedingly creditable. Their Reading is not quite so good as it ought to be considering their other attainments.”

The Second Class, under Babu Cally Churn Chatterjea, consisting of twenty-five students, of the average age of  $16\frac{4}{5}$ , was examined by Mr. Mackillop, who says—

“On the whole, I was much pleased with the way in which this class passed the Examination. Most of the boys read well and understood what they read; they also passed a very fair Examination in Grammar, Geography, and History, and they were all well up in Mathematics. The Master appears to be an intelligent young man, attentive to his duties, and very anxious to get his boys on well.”

The Third Class, taught by Babu Bhugwan Chunder Sein, is composed of twenty boys. All were present at the time of the Examination. Their average age is  $13\frac{1}{2}$ .

Dr. Scanlan, the Examiner, makes the following remark:—

“I examined the pupils of the Third Class, in Reading, Explanation, Grammar, Geography, Arithmetic, History, Dictation,

and Translation, and am happy to state that the boys acquitted themselves in the several departments in which they were examined entirely to my satisfaction. The answering was highly respectable and reflects great credit upon the Master, Bhugwan Chunder Sein, as he must have bestowed no small pains to work up the class to so high a state of efficiency. I also examined the Writing of the class and in general it was very creditable."

The Fourth Class numbers twenty-four boys. Teacher Babu Chunder Kant Doss. The age of the pupils ranging from 8 to 16. Subjoined is the Report of the Examiner, Mr. Alexander—

"I examined the boys of this class in Reading, Explanation, History, Grammar, Geography, Arithmetic, Dictation, and Translation from English into Bengali.

\* \* \* \* \*

"On the whole I consider that the class has acquitted itself very creditably. The Master of this class, Babu Chunder Kant Doss, appears to take great pains in teaching the pupils. I also examined the boys' copy-books and was satisfied with them."

In the Fifth Class are twenty-nine boys under Babu Kali Kant Nundy.

The Report of the Examiner, Mr. Pearson, is appended—

"These boys read and parse fairly, and are facile at their Arithmetic. Their writing is very fair. In Geography they answered my questions readily enough, though I think they learn too mechanically."

The Sixth Class under the charge of Babu Anund Kishore Sein, consists of forty-six boys. Their average age is  $10\frac{3}{8}$ .

Mr. Mackillop, the Examiner, makes the following remarks:—

"The boys of this class read pretty well, but did not understand the meaning of several of the words, this I attribute to the Master's not having explained to the boys the meaning of the words as they came to them. The Teacher was away on leave when I examined the class. Some of the boys were very backward in Spelling."

The Seventh Class, Section A., under the tuition of Moonshee Uzhurl Eslam, consists of forty-six boys, in two divisions.



The Examiner, Dr. Scanlan, reports as follows :—

“ I examined the boys of the Seventh Class in Spelling, Reading, Explanation, Arithmetic, and Writing, and considering the age of the pupils the majority of whom are scarcely more than nine years, and not being more than a year under instruction, I consider their answering very satisfactory and reflects the highest credit upon the Master Uzhlul Eslam as he must have bestowed no small pains to bring the class to its present high state of efficiency.”

The Seventh Class which musters thirty-nine pupils, is taught by Babu Lokenauth Banerjee; average age  $9\frac{3}{4}$ . The Examiner, Mr. Alexander, reports as follows :—

“ This class is divided into three sections. The First Section can read compound sentences and have learnt in Arithmetic, Addition and Subtraction. The Second Section can read simple sentences and can do sums in Simple Addition. The Third Section can neither read nor write but are learning Spelling of words of one syllable.”

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The Principal Sudder Ameen examined all the classes in Bengali. The Report he submitted was highly favorable both to the students and the Masters.

The Committee, on the whole, were satisfied with the result of the Examination. Bonomali Mitter, the Head-master, appeared to take great interest in the School and in the progress made by the students; and as far as I can judge for the short time I have been here, gives satisfaction and looks well after the subordinate Masters.

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The result of the late Examination proved that the Teachers in general had given the necessary attention to their duties, and that in consequence the progress made in their studies by the students was satisfactory. The only class where such was not the result was the Sixth Class. The boys in that class, I am sorry to say, failed in their Spelling.

## COMILLAH SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—DR. H. F. WILLIAMS.

HEAD-MASTER—MR. H. G. LEICESTER.

11. THE following is the epitome of the general Examination of the classes.

12. This class, consisting of seventeen boys, was examined by J. R. Muspratt, Esquire, and Babu Chunder Sekur Sein. The Examiners pronounced the class to have passed a creditable Examination.

First Class.

13. This class, consisting of fourteen boys, was examined by H. F. Williams, Esquire, M. D., assisted by Babu Dwarkanath Roy; the result was generally good.

Second Class.

14. This class, consisting of eighteen boys, was examined by M. Little, Esquire, and Babu Dwarkanath Roy; the result was pronounced to be creditable both to the pupils and their Teacher.

Third Class.

15. This class, consisting of fourteen boys, was examined by Alex. Abercrombie, Esquire, and Babu Chunder Sekur Sein; the result was considered highly satisfactory.

Fourth Class.

16. This class, consisting of fifty-three boys, divided into four sections, was examined by H. F. Williams, Esquire, M. D., assisted by the Head-master and Babu Chunder Sekur Sein. The result was pro-

Fifth Class.

nounced very creditable, many of the boys, though mere beginners, having acquitted themselves most creditably.

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19. The result of this year's Examination has been altogether satisfactory, the Examiners having expressed themselves much pleased with the general efficiency of the respective classes. The adult class established last year is working tolerably well, and being self-supporting, it is most desirable that it should be continued ; and the number of pupils availing themselves of its benefits increased as much as possible.

20. The Masters, without exception, are most diligent and attentive to their duties, and deserve much credit for their patience and perseverance.

21. Great credit is due to the Head-master, Mr. Leicester, for the quiet and orderly manner in which the business of the School is invariably conducted and for the neat and cleanly appearance of the School generally.

22. Only one boy, Tareenée Kanth Doss, competed for a Scholarship ; and I believe that the method at present adopted for conducting the Examination will be found much more satisfactory than on former occasions.

## NOAKALLY SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—H. M. DAVIS, ESQUIRE.

HEAD-MASTER—MR. T. COWPAR.

THE Local Committee has every reason to be pleased with the Masters as a body. The Head-master, Mr. Thos. Cowpar, has devoted nearly his whole time to the good of the School and by his exertions and self-denial contributed greatly to the advancement of the Institution.

The Second Master, Babu Gooroo Churn Doss, is a deserving and pains-taking man, but rather deficient in the energy and tact which constitute the *sine qua non* of a successful Instructor. The Third Master, Babu Muddun Mohun Roy, has but lately joined the School ; as far as opportunity of forming an opinion has been afforded, he appears likely to give satisfaction to all parties and to do justice to the pupils entrusted to his care. The Pundit, Babu Bhawany Sunker Sein, is a worthy and efficient Officer.

Mr. Davis examined the boys of the First Class in Goldsmith's "Deserted Village," Geography, Arithmetic, &c., he says :—

\* \* \* \* \*

"They passed a creditable Examination on the whole. I recommend Gooroonauth Sein and Kaly Prosono Sein for Prizes."

The Second Class was examined by Mr. Simson, he says :—

\* \* \* \* \*

The upper half of the class had a very creditable knowledge of the subject ; one decidedly clever boy low down Muddun Mohun Sein had only lately joined and promises to better his position among his class-fellows on more extended probation.

The Geography Examination did not result to the credit of the class ; in the exact phraseology of the book, one-half of the

class answered fairly ; the head boy Andrews alone shone in the subject, the rest failed to answer the simplest questions satisfactorily: I mean such questions as, what are the towns on the Ganges ? Describe the Hooghly ? Name the principal Rivers of England ?

In the Poetical Reading, the reading was better than I anticipated, as the boys were backward when Mr. Woodrow visited Noakally. All the boys read the parts they had studied fluently and fairly ; and the pronunciation, even that of the lowest boys, was more than tolerable. Andrews was, however, clearly the first in this Department.

In the Prose Reading the proficiency of the lower half of the class was scarcely so satisfactory as in the Poetry. On close Examination it appeared that though the actual meaning of the words was known, very few of the boys, except Andrews, could explain the meaning of a sentence of three lines.

The Dictation was highly creditable to the class, the Spelling correct, and the Writing exceedingly good ; even the boys quite at the end of the class made very few mistakes in Orthography, and by far the greater number of boys wrote not only legibly but quickly ; and the large text-hand copy-books were as good as could be desired.

\* \* \* \* \*

The Third Class was examined by Mr. Davis, he says :—

“ I examined this class in Geography, Grammar, Arithmetic, Prose Reader No. III., and Writing. The boys did very well and seem to have improved in intelligence since last Examination. I was particularly pleased with their answers in Arithmetic. The boys require working-up in Geography.”

\* \* \* \* \*

*Fourth Class Section A.*—In Spelling, limited to words of three syllables, with the exception of a few, at the lower end of the class, the boys passed very satisfactorily ; words not only from the text-book, but names of surrounding objects, &c., were spelt with great facility. The Reading was very fair and the Explanations in

Bengali evinced a clear understanding of what they read. Sums in Arithmetic were worked with expedition and neatness.

*Fourth Class Section B.*—The first boy of this Section, Sheeb Gobindo Trepudy, is far in advance of his class-fellows and the only one in my opinion deserving of promotion. In Reading they gave great satisfaction, but entirely failed in spelling words of one or two syllables. I was much pleased with their answers in Arithmetic.

*Remarks by Mr. Woodrow, Inspector of Schools.*

I have myself asked Rajah Pertab Chunder Singh to take some interest in the School of the District, where so many of his Zemindaries are situated. Perhaps if you were to signify to Government in your Report that Zemindars and Rajahs, liberal enough in Calcutta, are quite the reverse on their own estates, and that such conduct in Zemindars is not creditable to their profession of interest in the welfare of people, perhaps the two Rajahs mentioned in the Report would set the example of doing something in the way of Schools, either English or Vernacular.

The Second Master at Noakally does not seem competent for the work of his post. If the Colootollah School were open, he might be brought down here, or he may be sent to Dacca to be reported on : my own opinion of him was not favorable. He is one of the genus of unhappy men.

The Third Master of the Commillah School, H. Bannerjee, is well deserving of promotion. He is, as I have informed you before, a pupil of the old Training School, and does Mr. Knighton credit. He might be sent to Noakally.

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## CHITTAGONG SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—W. B. BEATSON, Esq.

HEAD-MASTER—BABU RAMSUNKER SEIN.

MR. H. STAINFORTH, the late Commissioner of the Chittagong Division, offered a Prize of 25 Rupees for the best English Composition, and another of the same amount for Political Economy. The Prizes remain yet undistributed, as no Examinations have been yet held in those subjects. Mr. Lillie, late Collector and Secretary, L. C. P. I., offered 100 Rupees to be distributed as follows :—

30 Rupees for best in all subjects—First Class.

30 „ for best in Vernacular—First Class.

20 „ for best in all subjects—Second Class.

20 „ for best in Vernacular—Second Class.

*First Class, First Division.*—Six boys composing the First Division of the First Class, passed the Examination for Junior Scholarship and three of them passed the test successfully.

*First Class, Second Division.*—This class was examined by Mr. Henderson in Mathematics, who remarks “ that 30 marks were the highest that could be obtained in these subjects. Some of the pupils did very well, especially Prosono Coomar Dutt. Some of the boys were unable to write through sickness.”

Dr. Beatson, the Examiner in Grammar, remarks that “ the answers given by this class were tolerably satisfactory.”

Babu Obhoychurn Doss, the Examiner in Bengali, remarks “ that in Reading, Translation, and Explanation, this section of the First Class passed a good Examination. In Grammar, excepting Prosono Coomar Doss, the rest passed indifferently. I tried the boys in writing an Essay also; excepting Prosono Coomar Doss and Surrut Chunder Sein the rest did not write it well.”

Mr. Russell, the Examiner in Literature, remarks that “ this class read well, explained fairly enough the prose, but with the

exception of the first could not render in a satisfactory manner the verse into prose."

Mr. Bamber, the Examiner in Geography and Copy-writing, does not offer any remarks; but from the marks assigned, the boys appear to have passed a good Examination in these subjects.

*Second Class.*—Messrs. Russell, Spankie, and Bamber, the Examiners in Literature, Geography, and Copy-writing, offer no remarks. Mr. Spankie, the Examiner in History, says that the writing of this class was shameful.

Babu Obhoy Churn Doss remarks that "in Bengali Reading and Explanation this class passed well; in Essay-writing badly with two exceptions."

Mr. Henderson remarks, that "some of the pupils have done well, but that the subject of Euclid has been neglected, and many of the boys appeared to have learnt the subject by-heart."

Dr. Beatson says that the class passed a tolerably satisfactory Examination in Grammar.

*Third Class.*—Mr. Spankie, the Examiner in Literature, and Mr. Bamber, the Examiner in Geography, offer no remarks.

Dr. Beatson remarks, "that the generality of the boys answered well in Grammar according to the book, but they are deficient if pressed to explain in other words."

Babu Obhoy Churn Doss says that "this class passed well in Bengali Reading and Explanation, but badly in Translation."

Mr. Henderson, the Examiner in Arithmetic, makes no remarks.

*Fourth Class.*—This class passed a fair Examination generally, except in Grammar. It labored under the disadvantage of a frequent change of Masters.

*Fifth Class.*—This class passed a satisfactory Examination in all subjects except in Grammar.

*Sixth Class.*—This class did not do well in Reading, &c., but passed a good Examination in the other subjects.

*Seventh Class.*—This class passed a very satisfactory Examination on the whole.

*Eighth Class.*—These little boys passed fairly in the subjects in which they were examined.



## **BARRACKPORE SCHOOL.**

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**FROM THE REPORT OF MR. K. H. STEPHEN, SECRETARY  
TO THE LOCAL COMMITTEE PUBLIC INSTRUCTION.**

**HEAD-MASTER—BABU GOBIND CHUNDER KOAR.**

THERE would have been a much larger number of students in the School than is to be seen at present ; but unfortunately for want of a sufficient staff of Teachers and accommodation in the School, parents do not, or rather cannot send in their children, and even those who are sent for admission are refused for want of room in the School, and hence a large portion of the poor people are deprived of the blessing which an Institution of this nature can bestow. If it be possible, I hope means will be devised for adding another large room, if not two, to the School building. I cannot help expressing my regret at having lost the services of Babu Koonjo Behary Chuckrobatty. He is a deserving man. He spared no pains in bettering the condition of the School. He is a very zealous and pains-taking Officer. Great credit is due to him for the manner in which he discharged his duties with two Asaistants only, himself suffering to my knowledge from fever and rheumatism of long standing.

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## BOGRAH SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—J. C. DODGSON, Esq.

HEAD-MASTER—BABU BHUGGOBUTTY CHURN GHOSE.

5. THE School is steadily rising in the estimation of the community through the exertions of the Local Committee and of the Masters, the latter of whom deserve great praise for their exertions.

The estimation in which the School is held.      The School numbers at present ninety-one boys ; each paying a tuition fee of 8 annas a month.

Examination.      The Annual Examinations commenced on the 15th April and ended on the 19th idem.

The First Class, which consists of seventeen boys, of the average age of  $16\frac{2}{3}$  years, was examined by the members of the Local Committee assisted by Mr. Pemberton, the Revenue Surveyor.

Mr. Dodgson, the Examiner in Grammar, says—

“This class is wonderfully proficient, considering the short period the boys have been at School.”

Babu Soorjee Coomar Mookerjee, who examined in Geography, remarks—

“I was highly pleased with the progress evinced by the students. The neatness of hand-writing, the correctness of Spelling, and the manner in which the questions were generally answered, showed that considerable pains had been taken to well-ground them in this branch of their study.”

Mr. Pemberton, who examined in Mathematics, reports—

“I have had much pleasure in examining the performances of this class. The boys show much aptitude for Mathematics, and considering the short period the School has been established their progress reflects the greatest credit both on Master and scholars.”

Mr. J. Taylor, the Examiner in Literature and History, remarks—

“The first in History is decidedly Rajmohun Buzee. The next is Loleet Mohun Chowdry. In the Poetical Reader, Loleet Mohun Chowdry is the first I think. He reads softer and smoother than Rajmohun Buzee. Both boys write pretty fairly. After Loleet Mohun Chowdry comes Ram Chunder Bhoomic, senior. Some of the other boys were pretty good. The Reading was generally harsh, and the pronunciation faulty, and their writing not at all good. They appeared, with a few exceptions, to understand what they read; when I consider that the School has been only two and-a-half years in existence and that many of the boys in the First Class commenced with the Alphabet in this School, it is a matter of surprize to see the pupils so far advanced. I doubt if any boys elsewhere have made more satisfactory progress.”

*Second Class.*—This class consists of eleven boys of the average age of  $14\frac{2}{3}$  years.

Mr. Dodgson, who examined this class in Grammar, remarks—

“The Caligraphy and Orthography are both very creditable to the boys of this class.”

Babu Soorjee Coomar Mookerjee, the Examiner in Geography, states—

“I was well pleased with the progress made. The neatness of hand-writing and the manner in which the questions were answered reflect credit both on the Teachers and the pupils.”

Mr. Pemberton, who examined this class in Arithmetic, reports—

“With two exceptions I am much pleased with the performances of the boys of this class. Their progress is very creditable to themselves and their Master.”

Mr. Taylor, who examined this class also in Literature and History, states—

“The writing is in general indifferent and the pronunciation faulty. The concluding general remarks on the boys of the First Class apply also to the boys of this class.”

*Third Class.*—There are twenty-three boys in the Third Class, of the average age of  $13\frac{1}{3}$  years.

Mr. Robinson, the Inspector of Schools, who examined the class in all the subjects, remarks as follows :—

“ This class did not pass a satisfactory Examination in either Grammar, Geography, or Arithmetic. The boys have been pushed on too fast and have not had time to understand what they have learnt.”

*Fourth Class.*—This Class which is divided into two sections, consists of forty boys, twenty-one being in the First and nineteen in the Second ; average age  $11\frac{1}{3}$  years.

Of the First Section, Mr. Robinson, the Examiner, says—

“ I have been very well pleased with the boys of this class generally, and I believe that they have, on the whole, made very fair progress during the time they have been under tuition.”

Speaking of the Second Section the same gentleman remarks—

“ The boys of this class have, on the whole, done very well.”

\* \* \* \* \*

I have much pleasure in recording my opinion of the great exertions which must have been made by the Teachers of this School in instructing the pupils. More especially great credit is due to Babu Bhuggobuty Churn Ghose, the Head-master, for the general proficiency of the students ; the School having been for so short a time in existence—he is a well-educated and most intelligent man.

Meetings of the Committee have been held pretty regularly throughout the year.

*Remarks by Mr. Robinson, Inspector of Schools.*

Having myself attended the School during the period of the Annual Examination, I am happy to add my testimony to that borne by the several Examiners regarding the very satisfactory progress the boys have, in general, made during the past academic year. The daily attendance of the pupils has been very good ; most of them are bright and promising lads and with very few exceptions they have all been remarkably diligent in the prosecu-

tion of their studies. The Masters appear to me to be deserving of great credit for the zeal and assiduity with which they appear to have conducted their duties. Babu Bhuggobutty Churn Ghose, the Head-master, is especially deserving of commendation for his active superintendence and the state of efficiency to which he has brought the First Class.

The members of the Local Committee too have each and all bestowed most praise-worthy attention to the interests of the School, thereby greatly encouraging both the Masters and the pupils.

I take this opportunity to add a few words regarding the agency for the sale of books at Bograh and the Station Library.

The agency was not actually in operation before the 24th of February last, when the first supply of books was received. From that date to the 15th of April, the Agent had disposed of a 100 Rupees worth of books in the station alone. Suggestions have been made to him for establishing Sub-agencies in some of the most important towns of the District and for employing Colporteurs to visit all the large market places and open Stalls for the sale of Vernacular books, and I anticipate some very beneficial results from the plans about to be adopted.

Arrangements for forming a Public Library at Bograh were first made in October 1854. Since then the Donations towards this object have amounted to Rupees 2,566. A neat and commodious Reading Room has been erected by public subscription which cost Rupees 2,717 ; and books have been purchased to the amount of Rupees 800. There are now in the Library 296 English works and 172 in the Bengali language. The number of Subscribers is 43 and their monthly subscriptions amount to Rupees 85-4. The Reading Room is very much frequented and the Library is likely to be productive of most beneficial results.

## DINAGEPORE SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—F. A. ELPHINSTONE DALRYMPLE, ESQ.

HEAD-MASTER—BABU GOOROO CHURN CHATTERJEE.

A brief abstract of Reports is subjoined.

Mr. Robinson, the Inspector of Public Instruction, examined the First Class. He remarks—

“Most of these boys appeared to me to be very promising, but the first six, I think, would do much better if formed into a separate section. The rest being unable to keep up with them serve only as a drag to the class.”

The Second Class was examined by Mr. Ravenshaw. He remarks—

“Of the eighteen boys in this class seventeen were present at the Examination. Most of the boys read with some little hesitation, but appeared to understand the meaning of every word as far as they have read. In Dictation they did very fairly. Their Translation from English into Bengali was very well done. They appeared to have learnt their History by-heart. Their Grammar was on the whole good. In Geography they did very well. They appeared ready and quick in Arithmetic.”

Mr. Reily examined the Third Class. He says—

“I am satisfied with the progress made by the boys of this class.”

Mr. Elphinstone Dalrymple, who examined the Fourth Class, observes—

“The boys of this class have, upon the whole, acquitted themselves creditably and there is a considerable number of boys in it of respectable attainments.”

Mr. Reily examined the Fifth and Sixth Classes. He was satisfied with the progress of the boys.

Babu Bejoy Chunder Chuckerbutty examined the Classes in  
Vernacular. Bengali. He was perfectly satisfied with  
the progress of the pupils.

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The Masters have conducted themselves to the satisfaction  
of the Committee.

The Institution is valued by the Native community. There are  
now 126 boys, and the numbers seem likely to increase.

## MYMENSING SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—B. H. COOPER, Esq.

HEAD-MASTER—BABU BHUGWAN CHUNDER BOSE.

THE average daily attendance is 158·25 out of an average total of 192 or 82·4 per cent. of the number of boys in the School. The expense incurred amounts to Rupees 4,278-11-1 ; and this being divided among the average total gives about Rupees 22-4-6 for each student a year, or Rupees 1-11-5 per month, from which if the average amount of contribution (12 annas 9 pie) by each of the students be deducted, the actual charge on Government of instructing a student is 14 annas 8 pie.

\* \* \* \* \*

A Donation of Rupees 80 has been received from the following gentlemen for Prizes to the best students of the School and promises of Medals to the best students in Bengali and English have been held out by Babus Tareenee Kanth Lahory and Bhyrub Chunder Chowdry, two very influential zemindars of the District.

### *List of Donors.*

Names of Donors.	Designation.	Amount of Donations.
Babu Hurrish Chunder Chowdry ..	.. .. .	25 0 0
„ Aunundo Chunder Acharje ..	.. .. .	25 0 0
Moulvie Kureemdad Khan ..	Deputy Collector ..	15 0 0
Babu Ram Kissen Sein ..	Collector's Sheristadar ..	10 0 0
„ Goluck Chunder Bose ..	.. .. .	5 0 0
	Total .. ..	80 0 0



The First Section of the First Class of the School have undergone an Examination this year for Junior Scholarships and their papers have been forwarded to the Director's Office for Examination. The Second Division of the First Class and the other classes were examined by the members of the Local Committee, assisted by the Inspector of the Division and the Head-master of the School. The numbers obtained by the boys of the different classes speak very much in their favor. The Committee think it necessary to explain with regard to the apparently small number of marks generally obtained by the students of the Second Division of the First Class, that as these boys are to compete for Junior Scholarships next year, their Examination was conducted in a very strict manner, much more so than they thought necessary to adopt with regard to the lower classes.

\* \* \* \* \*

Speaking generally of the state of this Institution, the Committee regard it to be in a flourishing condition. There have been constant applications for admission into the School but as they could not, in opposition to their Resolution, allow a greater number of admissions than there was room for, they have been obliged to have recourse to stringent measures regarding the attendance of the students, the effect of which has been that a great number of idlers have been compelled to leave to make room for those who are more attentive and willing to improve. Considering the result even numerically, they have no reason to regret the measures adopted. If they had been less strict they might have shown a greater number on the Rolls of the School but they are happy to remark that a greater percentage of attendance is shown than what would otherwise have been the case had these measures not been resorted to. The want of accommodation in the School-house is a subject which they cannot but regret as it weakens their power of doing greater good to the people of the district who seem to be most anxious and willing to take advantage of the Education afforded by Government.

A part of the School-building is yet unfinished. At present the School is held in four of the smaller rooms of the new house while a part still occupies the thatched Bungalow formerly belonging to the private School at the Station. With reference to this subject Mr. Robinson, the Inspector of Schools, who has just completed his Inspection of the School, is of opinion (and so are the Committee) that even when the new building is finished there will still be want of sufficient accommodation; and a special Meeting was held on the subject when it was proposed to add two additional rooms to the East side of the building and to have another room constructed on the top to serve as a Committee Room and Library. To enable the Committee to carry out this important measure it will be necessary to raise additional funds; and it was resolved to issue circulars on the subject and to address the influential zemindars separately, inviting them to assist the Committee with Donations to enable them to carry out this laudable object. The following gentlemen put their names down at the Meeting for the sums specified opposite their names:—

W. T. Trotter, Esquire .. .. .	Rupees	50
B. H. Cooper, Esquire .. .. .	„	50
W. Robinson, Esquire .. .. .	„	50
P. F. Bellew, Esquire .. .. .	„	20

The Committee desire me to bring to the special notice of the Director of Public Instruction the high opinion they entertain of the able and efficient manner in which the Head-master, Babu Bhugwan Chunder Bose, has conducted and superintended the duties of the School. He has also been zealously assisted by the other Masters of whom they also entertain a very favorable opinion. The Committee are also glad to remark that Mr. Robinson, who has just completed his tour of Inspection in this district, expressed himself in high terms of what he had witnessed. Indeed he appeared surprised at the great progress made in so short a time, the School having only been in operation since the 5th of November 1853. This result, the Committee are fully

sensible, is mainly, if not entirely, to be attributed to the zealous exertions of the Head-master, who possesses in a marked degree the necessary qualifications for so important a post; and the Committee would respectfully venture to suggest in order to ensure a continuance of his services in the School that his salary should be increased for the present to 200 Rupees per mensem; and they trust the Director will recommend the increase for the favorable consideration of Government.

*Remarks by Mr. Robinson, Inspector of Schools.*

I beg fully to concur with the Committee in their expressions of satisfaction at the general progress made by the pupils of this Institution during the past academic year. The Masters appear to be all deserving of commendation for the marked success that has attended their labors, but the zealous exertions of the Head-master, Babu Bugwan Chunder Bose, merit particular notice. It is owing mainly to his active superintendence and talents, admirably adapted to the position he occupies, that the School has in so short a period risen to so high a state of efficiency; and I sincerely trust, with the Committee, that his services will receive some substantial token of your approbation.

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# **SYLHET SCHOOL**

**FROM THE REPORT OF THE LOCAL COMMITTEE.**

**SECRETARY—F. A. GLOVER, ESQUIRE, C. S.**

**HEAD-MASTER—BABU OMA CHURN DOSS.**

The following Statement will exhibit the Medals and Prizes  
which the members of the Committee,  
the Native Officers of Courts, and Zemindars have liberally bestowed upon the most proficient students  
of the School :—

Description of Prizes.	Names of Donors.	Subject.	Names of Gainers.	Class.
Ra.				
1 Silver Medal	25 M. Shawe, Esq., C. S. . .	History . . . .	Grish Chunder Dass . .	Second.
2 Ditto . .	16 F. A. Glover, Esq., C. S. .	General Proficiency	Chunder Nath Nundy . .	Third.
3 Ditto . .	16 T. P. Larkins, Esq., C. S. .	Mathematics . .	Tara Nath Dass . .	Second.
4 Ditto . .	16 Dr. J. Norval . .	Geography . . .	Chunder Nath Nundy . .	Third.
5 Cash . .	12 Moulvie Abdul Kadir . .	Best in the Class .	Tara Nath Dass . .	Second.
6 Ditto . .	10 Babu Gour Kishore Chowdry . .	Second . . . .	Raj Narain Deb . .	Second.
7 Ditto . .	10 Babu Anuboy Churn Roy . .	Second . . . .	Goloke Mohun Dutt . .	Third.
8 Ditto . .	10 Babu Krishna Persaud Dass . .	Best in the Class .	Jodoo Nundun Dass . .	Fourth.
9 Ditto . .	8 Babu Juggobundhoo Dass . .	2nd in Literature and Translation } . .	Procsah Chunder Dutt . .	Third.
10 Ditto . .	7 Babu Shuroop Chunder Roy . .	Best in Geography .	Grish Chunder Dass . .	Second.
11 Ditto . .	5 Sreemotee Brojo Soodery Chowdrance . .	2nd in the Class . .	Rookeany Mohun Kerr . .	Fourth.
12 Ditto . .	5 Babu Kally Nath Roy . .	Translation . . . .	Chunder Nath Nundy . .	Third.
13 Ditto . .	5 Babu Pran Kista Moojomdar . .	Translation . . . .	Raj Narain Deb . .	Second.
14 Ditto . .	5 Babu Chunder Koomar Roy . .	Best in the Class . .	Doorgah Dass Dutt . .	Fifth.
15 Ditto . .	5 Babu Bejoy Narain Chowdry . .	Best in the Class . .	Kally Koomar Goopito . .	Sixth.
16 Ditto . .	8 Babu Tareance Churn Roy . .	Best in Mathes & good Conduct }	Goloke Chunder Surnah . .	Fifth.
17 Ditto . .	8 Babu Goloke Chunder Roy . .	Best in the Class . .	Nobin Chunder Dass . .	Seventh.

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The following is a sketch of the remarks made by the Examiners:—

The Literature Examinations were conducted by Mr. Glover, whose remarks are as follows:—

“I examined the Second, Third, Fourth, Fifth, and Sixth Classes in Literature, meaning by that the Reading and Explanation of certain passages in the Poetical and Prose Readers. The Second and Third Classes had, besides this, an English Essay to write.

“So far as mere reading and explaining the meaning of separate words go, all the classes I examined acquitted themselves fairly, but I must protest against the system of teaching carried on here; of what possible use can it be for the elder boys to read extracts from Thomson’s Seasons, or such like books, when they are incapable of writing two consecutive sentences in correct English. Why polish the superstructure before the foundation is properly laid? Again the junior classes in which are lads of 10 and 12 years of age, must be thoroughly ashamed of having to learn such rubbish as “Don’t pull the cat’s tail,” “cat’s love milk, &c. &c.” It seems to be forgotten, that this style of Spelling Book is meant for children just grown out of infancy and should not be introduced into Schools where the learners are frequently admitted at the ripe age of 12 years.

“I have awarded my Medal for General Proficiency to Chunder Nath Nundy.”

The Examinations in Grammar were entrusted to Mr. Sweetland, but owing to his indisposition, he requested the Revd. Mr. Pryse to draw the questions for the students of the Second and Third Classes, the answers to which they were to return in paper. All the other classes, excepting the seventh, were examined orally by Mr. Sweetland himself.

Mr. Pryse remarks that—

“The answers to these questions (in Grammar,) are not satisfactory. They contain a contest of memory and not of

intellect. The boys, one and all, try to answer in the words of the book. Some succeed better than others in doing so, hence the difference in the number of marks attached to their names. No marks for Scholarship have been given. For Hand-writing and for learning by rote, with more or less correctness, the marks have been attached. The questions are all very easy; the few clauses in them which required a little thought on the part of the boys, have either been crossed or left out. In short it is impossible to say from these papers whether the boys understood the principles of English Grammar or not."

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It is difficult to state what the opinion of the generality of the members is regarding the general state of Education in the School as they have recorded no remarks on the subject. Judging however from the result of the Examination it must, I think, be considered satisfactory.

The Masters have done their work carefully and well. The higher classes especially show marks of having been carefully attended to. Speaking generally, I think, that all the Masters have deserved the approbation of the higher authorities. The Head-master is a very intelligent man, and is most thoroughly in earnest in his desire to advance the boys under his tutelage.

Considerable improvement has taken place in this subject, the students of the lower classes have especially distinguished themselves.

The Library is freely resorted to by the Masters as well as by the students.

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## GOWHATTY SCHOOL.

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—C. J. SIMONS, Esq.

HEAD-MASTER—MR. J. R. D. CAMERON.

THE Annual Examination of the School was held on the 9th  
and 10th of April.

Annual Examination.

The Revd. Mr. Ward examined the Second and Third Classes. The following are his remarks upon the result—

*Second Class.*—This class consists of ten boys, present nine.

“In Reading pretty fair, the chief defect being in the pronunciation and accent. Several of them bid fair to become good English scholars.

“In Arithmetic about three appeared to be quite in advance of the rest, and gave promise of becoming good Mathematicians. In Grammar a part of them were tolerable, but more attention to the Verb was requisite.

*Third Class*—Consists of five boys. “In simple Reading several were pretty fair, one or two particularly so. The leading defect in all the lads under the instruction of the Babu is in regard to the pronunciation.

“The Babu’s scale of merit agreed in the main with the results of my Examination.”

On the 10th the Committee assembled to look over a series of replies which the pupils of the First Class had given to the written questions put them by Mr. Cameron. The following are the remarks made by Colonel Jenkins, Agent to the Governor-General, upon the result of the Examination, in which all the other members concurred :—

*First Class.*—“I assisted in the Examination of the First Class, and from a perusal of the written replies of the students,

to questions put them by the Head-master, in Grammar, Arithmetic, Geography, &c., I thought there was much reason to be satisfied with the progress made by the head-boys, and that these studies were now being successfully prosecuted under Mr. Cameron's system of tuition. I hope next year's Examination will show a considerable advance in Scholarship over any previous exhibition of the School."

In addition to the Prizes of books awarded to the pupils.  
Prizes. 80 Rupees were subscribed on the day of Examination, by members of the Committee and distributed in small sums among the successful pupils.

By a Resolution passed at the Meeting of the Local Committee held on the 5th February, the books  
School Library. belonging to the School Library were transferred to the Public Library, and made accessible to the pupils, by the adoption of Rules II. and III. of the Public Library at Bauleah.

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## GOWALPARAH SCHOOL.

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FROM THE REPORT OF CAPTAIN AGNEW, COLLECTOR  
OF GOWALPARAH.

HEAD-MASTER—MR. W. BROWNLOW.

THE Institution was founded in 1842 from funds subscribed by the people of the District, amounting to Rupees 10,350-14-2, which is placed out at interest, and yields about Rupees 100 per mensem; to this was added in 1854, a monthly Grant-in-aid of Rupees 114, from Government.

The persons named in the margin, form the Committee, which met for the first time on the 3rd June 1856, since that time the Committee has met twice, once on the 3rd July, and again on the 4th August.

Captain W. Agnew, Principal Assistant, Dr. G. Ridsdale, Civil Surgeon, Golam Huquani, Principal Sudder Ameen.	
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The members of the Committee visit the School by turns. Schooling-fees were demanded from the scholars for the first time during the month of November 1856, the boys of the Bengali Classes paying 1, and those of the English Classes 4 annas monthly. I am happy to say that the introduction of fees has not caused any diminution of the attendance.

\* \* \* \* \*

All the Instructors have been particularly attentive to their duties, in the discharge of which they have given great satisfaction. The progress made by the English Class is highly creditable to Mr. Brownlow's mode of tuition, and I have no doubt he will soon turn out competitors for Junior Scholarships.

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## AKYAB SCHOOL.

FROM THE REPORT OF THE COMMISSIONER OF  
ARRACAN, CAPT. H. HOPKINSON.

HEAD-MASTER—MR. C. S. O'REILLY.

THIS class was examined by myself, (Captain Hopkinson.) Five boys were present, of whom, under the head of History, Geography, and Grammar, three are not so advanced as the other two, and in fact form a sub-division. I think this plan of sub-division so small a class objectionable; the more backward should be put a little more forward, the more forward a little backward, or any arrangement should be made that would assimilate the studies. Page 19 of Chambers's Biography was first taken up; the Reading of all the boys was pretty much on a level, rather hesitating, but not so much disfigured as ordinarily, by the peculiarities of an Indian pronunciation. The class then copied out a passage on their slates from Dictation, adding a translation of it in the Vernacular; the Writing was very good, and the Spelling tolerably correct; the Vernacular Translation also showed that the class knew what it was about: it was a faithful version of the original and good Burmese into the bargain. The performance however of Mong-pan-jan and Khyeeja were decidedly superior to those of the other boys. The English Dictation was written in really a bold free hand, which left nothing to desire.

The Head Master has put two boys of this class into Pinnock's History of England thinking it better that they should first learn something of affairs nearer our own times before ascending to the earliest records. He has commenced with them at page 438, and they have got as far as page 456. The other boys are all in Pinnock's Catechism. I think Pinnock's Catechism might be dropped, and the whole class set to commence upon Pinnock's History from the beginning. The two boys now exa-

mined in this latter, did pretty well, the other three were also very ready in answering the questions in Pinnock's Catechism with the exception of Kyantha. The two boys in the First Sub-division in Geography (Stewart) were examined in Asia and Africa and certainly acquitted themselves remarkably well; their knowledge would fairly compete with that of most boys of their age in England. Phoung-pan-jyn is the better boy of the two. The performances of the Second Sub-division were also creditable. In first Geography one boy Khyeeja wonderfully perfect. Altogether I have been much pleased with the Geography Examination, but it is a pity that the whole class cannot be got together in it. In Syntax the two first boys did Exercise XXV. In Syntax, in Lennie's Grammar, they applied the particular Rule which the Exercise illustrated correctly, correcting the mistakes made against it; they also parsed the whole and showed they were perfectly familiar with Etymology.

The Second Sub-Division did their task in English Etymology very well; the Definitions have all been carefully committed to memory and appear to be sufficiently understood as the boys were able to illustrate them by their own Vernacular, as well as by the English examples out of the book. Khyeeja, in Grammar, as in every thing, is, I observe, by far the most forward boy. In Arithmetic the class has got to the end of Decimals. I gave the boys a sum in Reduction of Decimals, one in single Rule-of-Three in Fractions, and one in double Rule-of-Three rather a difficult sum. The first sum was solved correctly by all the boys save one. Four boys did the Rule-of-Three in Fractions sum right, and two boys Chanlapo and Khyeeja solved the Double Rule-of-Three sum. I consider this satisfactory.

This class was examined by the Reverend H. M. Jackson, Acting Chaplain. Mr. Jackson's remarks are as follows:—

The first thing that I have to notice is the irregularity of their attainments, some being very forward in one branch of Education who are very backward in another and *vice versa*. The boy Neja Esoo, for instance, took an inferior position in all the subjects for Examination except Dictation in which he was second.

The boys do not appear to be trained to think: few seemed to understand the answers they gave. Few could answer a question not framed in the language of the book, and none a question put by me, suggested by the subject. For example they could describe a "volcano," in the words of the book, as a particular kind of mountain, &c., but when I asked them to define "mountain" not a boy could do it.

Mr. Civil Assistant Surgeon J. W. Mountjoy, who examined the Third Class, reports of it in the following terms:—

I was pleased with the general amount of knowledge manifested by the boys of the Third Class, at the late Examination.

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## RAMREE SCHOOL

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FROM THE REPORT OF THE PRINCIPAL ASSISTANT  
COMMISSIONER OF RAMREE—CAPT. F. W. RIPLEY.

HEAD-MASTER—MR. J. F. DaCOSTA.

THE First Class consists of two boys, aged about 16 and 11 years respectively ; they both read fluently the lesson given them in English History with a good accent, translating readily into Burmese and with tolerable correctness. They answered quickly the questions put to them in Grammar as far as they had gone. They read and wrote pretty correctly in the Vernacular and their English Copies were clean and well written.

*Second Class.*—In Dictation they made no mistakes and answered pretty correctly all questions that were put to them in Grammar. In Geography they have only just commenced. In Arithmetic they all worked correctly sums in Vulgar Fractions and Rule-of-Three. Their Writing was good and they read well in the Vernacular.

*Third Class.*—Eleven boys, of these four were absent, being ill ; the class read with a fair accent, in Reader No. 2, and spelt correctly giving the meaning of the words in Burmese.

*Fourth Class.*—The young lads in this class read pretty well, spelt correctly most words, and gave the meaning in Burmese. In Arithmetic they worked out small sums in Simple Addition and Subtraction. The English Writing was clean and good for boys of this age.

*Fifth Class.*—Read correctly and knew the meaning of the words in Burmese. In Arithmetic worked out readily small sums in Addition.

*Sixth Class.*—The boys in this class certainly read and understood what they were reading, but although two of them have been in the School nearly four years they are only in Reader No. I., page II, and in Arithmetic in Simple Addition.

*Seventh Class.*—And remaining lads are but beginners, Shwepay gave very smart answers to questions put and was awarded a Prize, Rupees 3, for good attendance.

The Vernacular Classes were examined by Moungebeng, Myothoogree, and Mounghthiran, Sherishtadar. They recommend that more time should be devoted to Dictation in Burmese Works not mixed with Pali.

On the whole I consider that the progress made in this School, since my arrival here, is satisfactory, but to render the efforts of Mr. DaCosta successful, the assistance of another English Teacher is needed. As it is, he has to overlook all seven classes with the assistance merely of the two Monitors, the boys of the First Class, who are thereby taken from their own studies for the purpose. This Mr. DaCosta endeavours to make up to them after School hours.

In conclusion I beg to observe that both Mr. DaCosta and the Vernacular Teachers have been very attentive to their duty and the former, I am happy to state, has made progress in acquiring the Vernacular of the District since I was last in charge of this station.

*Remarks by Dr. Mouat, Inspector of Jails.*

I visited the Kyook Phyoo School on Thursday, the 20th of March 1856, and examined the First, Second, and Third Classes in Reading, Explanation, Geography, Arithmetic, and Writing. They read and pronounced very fairly and seemed to be unusually quick and accurate in explaining in their own language what they had read in English.

Their hand-writing is good. They were quick and accurate in Arithmetic, and judging from what I witnessed would have made much greater progress, had the School a full complement

of Teachers. Mr. DaCosta is single-handed and deserves very great praise for the excellent state of the School in such unpromising circumstances.

“ The boys were clean, orderly, and attentive. The School is altogether most deserving of encouragement, and no time should be lost in sending down additional Teachers to aid Mr. DaCosta in his good work.”

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# CHOTA NAGPORE SCHOOL

FROM THE REPORT OF THE LOCAL COMMITTEE.

SECRETARY—CAPT. W. H. OAKES.

HEAD-MASTER—MR. J. PAYTEN.

THE Committee having assembled on the 30th April 1856, examined the scholars in the different branches of study, which they had been pursuing during the past year. The progress made since the last Examination is [satisfactory, more especially so in the Oordu Departments.

THE Masters attached to the School have been attentive to their duties, and the improvement of those under their tuition is creditable to their exertions. The conduct of the scholars has generally been good

A Money-prize of Rupees 25 was given by W. J. Allen, Esq., Commissioner of Chota Nagpore, to be presented to the two boys, who most distinguished themselves by attention to their studies and general good conduct. The above amount has been divided between Gopal Chunder Dutt and Hurnam Sing.

THE Library is generally in a good condition.

*Remarks by Mr. Allen, Commissioner of Chota Nagpore.*

I was present at the General Examination held at the School House on the 30th of April last, and in the remarks recorded by the Local Committee on the Examination Statement of the English Department, I fully concur.

I consider that satisfactory progress has been made since the last Examination. The conduct of the boys has been generally good, and I believe that the Teachers have labored in their voca-



tion with zeal and assiduity. The Head-master, Mr. Payten, has managed the School in a manner which seems to be very creditable to him.

Closer attention ought, I think, to be given to English Reading and Writing, the English pronunciation even of the best boys is very defective ; and their English Writing is not, in my opinion, what it ought to be ; Mr. Payten is sensible of these deficiencies, and will earnestly endeavour, I have no doubt, to effect the necessary improvement.

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## Appendix B.

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### I.—Notifications, Orders, &c., issued by Government.

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#### RULES FOR GRANTS-IN-AID.

*(As revised by Orders of Government dated 19th January 1856.)*

THE following are the Rules which have been promulgated by the Government of Bengal, with the sanction of the Supreme Government for regulating Grants-in-Aid of Education in the Lower Provinces of the Presidency of Bengal, according to the Despatch of the Hon'ble the Court of Directors, No. 49, dated the 19th July 1854 :—

1. The Local Government, at its discretion, and upon such conditions as may seem fit in each case, (reference being had to the requirements of each District as compared with others, and to the funds at the disposal of Government,) will grant aid, in money, books, or otherwise, to any School in which a good secular Education is given through the medium either of English or the Vernacular tongue, to males or females, or both, and which is under adequate local management.

2. In respect of any such School for which application for aid is made, full information must be supplied on the following points :

*First.*—The pecuniary resources, permanent and temporary, on which the School depends for support.

*Secondly.*—The average annual expenditure on the School.

*Thirdly.*—The average number of pupils instructed, the ages of the pupils, and the average duration of their attendance at the School.

*Fourthly.*—The persons responsible for the management and permanence of the School, and the time for which they will continue to be responsible.

*Fifthly.*—The nature and course of instruction imparted.

*Sixthly.*—The number, names, and salaries of Masters and Mistresses, and subjects taught by each.

*Seventhly.*—The books in use in the several classes of the School.

*Eighthly.*—The nature and amount of aid sought, and the purpose to which it is to be applied.

3. Any School to which aid may be given shall be at all times open to inspection and examination, together with all its Current Accounts and Lists of Establishment and Scholars, by any Officer appointed by the Local Government for the purpose. Such inspection and examination shall have no reference to religious instruction, but only to secular Education.

4. The Government will not in any manner interfere with the actual management of a School thus aided, but will seek, upon the frequent Reports of its Inspectors, to judge from results whether a good secular Education is practically imparted, or not. And it will withdraw its aid from any School which may be for any considerable period unfavorably reported upon in this respect.

5. In giving Grants-in-Aid, the Government will observe the following general principles. Grants-in-Aid will be given to those Schools only (with the exception of Normal Schools) at which some fee, however small, is required from the scholars, and wherever it is possible to do so, they will be appropriated to specific objects according to the peculiar wants of each School and District.

6. No Grant will in any case exceed in amount the sum expended on the Institution from private sources, and the Government will always endeavour so to give its aid that the effect shall not be the substitution of public for private expenditure, but the increase and improvement of Education.

7. It is to be distinctly understood that Grants-in-Aid will be awarded only on the principle of perfect religious neutrality, and that no preference will be given to any School on the ground that any particular religious doctrines are taught or not taught therein.

WM. GORDON YOUNG,  
*Director of Public Instruction.*

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### GOVERNMENT NOTIFICATION.

*Dated the 9th July 1855.*

FROM and after the 1st of January 1857, no person shall be appointed by the head of any Office or Department to any situation in the Public Service, in any Mofussil regulation district, the monthly salary of which is more than six Rupees, unless he can read and write his own vernacular language. It shall, however, rest with the Government, or with any authority duly empowered by Government, to suspend the operation of the rule in any case in which special circumstances may render it advisable to do so.

The several Mofussil Officers are at the same time directed to give a preference to persons who can read and write over those who cannot, for all offices, however small the salary, unless where obvious reasons exist for overlooking such qualifications.

In future the 10th column of the form of Nomination Roll prescribed for those cases where an Officer nominating to an appointment has to obtain the confirmation of superior authority, shall specify the "extent of scholastic acquirements and honorary school or college distinctions," if any, of the nominee, and the requisite change shall be made in the heading of that column.

Copies of all Nomination Rolls shall in future be forwarded quarterly to the Director of Public Instruction.

(Signed) W. GREY,  
*Secretary to Government of Bengal.*

## APPENDIX B.

### RESOLUTION AS TO THE EMPLOYMENT OF QUALIFIED PERSONS AS APPRENTICES IN PUBLIC OFFICES.

*Dated Fort William, the 30th January 1856.*

READ again a letter from the Director of Public Instruction dated the 5th ultimo, enclosing a memorandum drawn up by Mr. Pratt regarding the system of employing apprentices in the Government Offices in the Mofussil.

Read a letter addressed to the Board of Revenue on the 31st ultimo forwarding the above.

Read a communication from the Board dated the 12th instant.

The Lieutenant-Governor regards the object which Mr. Pratt has in view, as one which it is most desirable to attain, but he is not at present prepared to go further for the purpose of attaining it, than to prescribe a general rule that no apprentice shall be admitted into any Office without the express sanction of the head of the Office, to be recorded in a Register to be kept for the purpose. This Register shall record the name and the age of the apprentice; the kind and extent of Education which he has received; to which of the Amlah in the Office he is related, or by which of them recommended; with any further particulars that it may seem desirable to the head of the Office to record. Every apprentice admitted shall likewise receive a perwannah signed by the head of the Office, specifying that he is admitted as an apprentice.

The results to be secured by the above rule will necessarily depend much upon the manner and the spirit in which it is worked by the several heads of Offices. The Lieutenant-Governor desires therefore to signify his hope and expectation that every Officer will feel himself under a strong obligation to evince a real interest in regulating by means of the rule the admission of apprentices into the public Offices, and that, in every instance, the head of the Office will satisfy himself by personal Examina-

tion and enquiry, of the respectability of the candidate for admission, and also, that he possesses a fair extent of Education.

The Lieutenant-Governor would further inculcate upon Officers the propriety of encouraging the acquirement of English by giving a preference to Candidates who have received an English Education, if, in other respects, they are as eligible as other candidates who do not know English.

The Lieutenant-Governor thinks it desirable however on this point, to leave a full discretion in the hands of the Local Officers, informing them merely of the general views and wishes of Government and trusting to them to give effect to them to the utmost extent that they may deem advisable and right with reference to local circumstances, or individual claims. Irrespective of the general reasons which make the Lieutenant-Governor at all times desirous to fetter as little as possible the discretion of the Local Authorities in matters of this kind, he is strongly of opinion that in this particular matter it would neither be practicable nor wise to attempt to act altogether independently of and without reference to the head Native Amlah.

As a general rule, the Lieutenant-Governor considers it a proper and a judicious proceeding that the opinion of the Serishtadar of an Office should be consulted, in regard to the entertainment of new Amlah, including apprentices in an Office for the correct, punctual, and honest working of which he is directly responsible, and the Lieutenant-Governor is satisfied that in the great majority of cases, if the Covenanted head of the Office exhibits a true interest in the working of his Office, and at the same time evinces a proper consideration, and respect to the principal Uncovenanted Servants in the Office, he will receive cordial support at their hands and will find them just as anxious as he is himself to introduce none but respectable and educated young men into the Office. The Commissioners of Revenue and Circuit will take occasion on visiting the different stations of their divisions to satisfy themselves that proper attention is paid by the District Officers to the admission of apprentices into their Seristahs.

Ordered that a copy of these remarks be sent to the Board of Revenue for information and communication to the Officers subordinate to them.

Order.

Ordered also that a copy of this Resolution and of the papers above cited be sent to the Commissioners of Circuit for distribution to the Officers subordinate to them.

(True Copy)

G. G. MORRIS,

*Under-Secy. to the Govt. of Bengal.*

### DUTIES AND RESPONSIBILITIES OF COMMISSIONERS AND OTHER OFFICERS IN REGARD TO EDUCATION.

CIRCULAR No. 357.

*From the Secretary to the Government of Bengal, to all Commissioners of Revenue and Circuit.*

*Dated Fort William, the 27th March 1856.*

SIR,—The Lieutenant-Governor has perceived in some remarks made by Commissioners in their Quarterly Reports, an indication of an opinion that now that the Department of Education has a head of its own, and Inspecting Officers to look after its affairs, it is not incumbent on District and Division Functionaries to give it any of their attention.

2. Although this has as yet been only stated by one or two Commissioners; yet as the subject is important, and the error may spread, the Lieutenant-Governor is desirous that means should be taken to explain the real wishes and expectations of the Government.

3. For this purpose he desires me to inform you that it was by no means the intention of the Government when it created additional machinery for promoting Education to exempt Commissioners from any part of the responsibility attaching to them in regard to this very important branch of the administration. It is impossible for the Education Department to work satisfactorily



and successfully without the aid which the local knowledge and local influence of the Commissioners and their subordinate Officers are so well calculated to afford, and the Government desires therefore that you will consider yourself responsible for the promotion and extension of Education in precisely the same way and to the same extent as you are responsible for assisting and encouraging the labors of the Department of Public Works, and for bringing to notice in your Quarterly Reports any obvious dereliction of duty, delays or mal-administration in that Department, although it has special machinery for its management not directly subordinate to the Commissioner's authority.

4. For all purposes necessary to enable you to carry these instructions into full effect, you should not hesitate to communicate fully and frequently with the Director of Public Instruction and with the Inspectors of Schools, and in this way and by any other available means should satisfy yourself that the Educational measures in progress are suited to the condition and requirements of the people; and you should at all times suggest to the Inspectors or to the Director, or, if you prefer it, to the Government direct, such measures of improvement as you may think called for.

5. At the same time it is highly desirable that Commissioners, while exerting themselves and causing their subordinates to exert themselves in the furtherance of measures undertaken for the promotion of Education among the people, should take every opportunity of securing for those measures as large an amount as possible of the support and co-operation of the Zemindars and other influential Natives; this branch of the administration being one that peculiarly depends for success on such support. Special mention should be made in the Quarterly Reports of those Zemindars and others who have given help to the cause of Education, and of those, if any, who may have shown a spirit of opposition and marked indifference.

6. The Director of Public Instruction has repeatedly assured the Lieutenant-Governor that he anxiously looks for such assistance as may, in this way, be given to him by Commissioners;

and that he is ready at all times to receive with respectful attention any suggestions or information which they may be able to afford him.

7. I am desired to take this opportunity of directing you also to ascertain, in all Mofussil Departments, of persons now employed on salaries of less than 10 Rupees, how many can read and write and how many cannot ; and in future in every Quarterly Report to append a Statement to the following effect :—

*Total number of persons appointed to Situations under Government on Salaries of less than 10 Rupees in all Offices within the Division.*

Persons who can read and write.	Persons unable to read and write.	Total.

8. Instructions will be sent to Departments not under you to supply you with the information necessary to complete this Statement in the first instance, and to carry it on from Quarter to Quarter.

9. This will not only enable the Government to judge how far Mofussil Officers carry out the injunction of the 9th July last, but it will also furnish statistical information of a very useful and interesting character.

10. A copy of this Circular will be sent to the Director of Public Instruction.

I have, &c.,

(Signed) W. GREY,

*Secy. to the Govt. of Bengal.*

# RETURNS OF EDUCATED PERSONS APPOINTED TO PUBLIC SITUATIONS.

CIRCULAR No. 466.

*From the Junior Secretary to the Government of Bengal, to the Commissioners of Revenue and Circuit in the Patna, Bhaugulpore, Rajshahye, Dacca, Chittagong, Nuddea, Burdwan and Cuttack Divisions.*

*Dated Fort William, the 22nd April 1856.*

SIR,—The Director of Public Instruction having represented to Government, that the Returns of ap-  
General Education.

pointments of the nature prescribed in the Notification, No. 1243, of the 9th July last, and adverted to in this Office Circular, No. 300, of the 26th idem, are insufficient in their present form, the Lieutenant-Governor requests, that you will furnish the Director quarterly on the 1st August, November, February, and May, with Returns prepared precisely in the form herewith circulated, and exhibiting every appointment made by any Officer in your Division, whether subject to confirmation or not, of which the salary amounts to six (6) Rupees a month. The Return should include acting or temporary appointments, as well as those which are permanent, care being taken to distinguish the one from the other.

2. The Sudder Court and the Board of Revenue have been requested to instruct all Officers subordinate to their authority to submit the Returns of all appointments made by them and by their Uncovenanted subordinates through you; and you are requested to incorporate these in one general Return and submit it to the Director of Public Instruction,

3. As it is of importance that the Director should have every facility in obtaining complete statistical information on this head, it is requested that you will be so good as to furnish him with the Returns in question as punctually as possible.

I have, &c.,

(Signed) O. T. BUCKLAND,

*Jun. Secy. to the Govt. of Bengal.*

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Return of Officers drawing Salaries of six (6) Rupees a month and upwards, who have received acting or permanent appointments in the Division, during the Quarter ending 18

District.	Offices in each District.	Names of persons appointed.	Extent of Scholastic honours, School or College distinctions.	Office to which appointed and Salary.	Date on which appointment was confirmed.	Name of nominating Officer.	Name of confirming Officer.	REMARKS.

## II.—Circulars, &c., issued by the Director of Public Instruction.

[*Addressed to the Local Committees of Public Instruction in Behar.*]

Nos. 573 to 580.

*Dated 16th May 1855.*

SIR,—With reference to the requisition of the Council of Education on the subject of the Holidays that should be observed in Government Schools in Behar, and to the replies which have been sent by the several Local Committees to that requisition, I have the honor to annex a list of Holidays which, in accordance with the majority of the recommendations received, will be observed in future in the Zillah Schools in Behar :—

	<i>Days.</i>		
Dusserah .. ..	..	..	35
Distribution of Prizes ..	..	..	2
Queen's Birth-day ..	..	..	1
Christmas Day ..	..	..	1
New Year's Day ..	..	..	1
Good Friday ..	..	..	1
Sursuttee Pooja ..	..	..	1
Dole Jatra ..	..	..	1
Junmashtomee ..	..	..	1
Mohurum ..	..	..	3
Eed ..	..	..	1
Bukreed ..	..	..	1
Total ..			49

I have, &c.,

(Signed) W. GORDON YOUNG,  
*Director of Public Instruction.*

[*Addressed to all Local Committees of Public Instruction.*]

No. 4.

*Dated the 4th June 1855.*

SIR,—With reference to the Orders of Government dated the 6th of March 1854, which authorize the expenditure upon each School during the year of the whole amount of its annual assignment, together with whatever may be realized by Schooling-fees, it appears necessary that a more clear and systematic form of Accounts than what is now generally in use should be adopted. I have the honor, therefore, to request that you will cause an Account Current of the School Funds to be regularly kept up, and an Abstract of it in the accompanying form to be forwarded to this Office at the end of every three months, that is to say, on the 1st of the months of May, August, November, and February.

Whenever any proposal involving increased expense may be recommended by a Local Committee, it will, of course, be necessary that the financial position of the School as shown by this Account Current be duly adverted to.

\* \* \* \* \*

I have, &c.,

(Signed) W. GORDON YOUNG,  
*Director of Public Instruction.*

*Abstract Account Current of the \_\_\_\_\_  
School for the Quarter ending \_\_\_\_\_ of \_\_\_\_\_ 18\_\_.*

CREDITED.			DEBITED.		
Assignment from the Education Fund for the Quarter ...			Amount of Establish- ment Bills for this Quarter ...		
Schooling-fees realized during the Quarter as per Collector's re- ceipt forwarded to the Director's Office ...			Amount of Contingent Bills for this Quarter ...		
Fines realized as per ditto ...			Cost of Books sup- plied during the Quarter ...		
*			Prize Allowance for three months at 7 Rupees a month ...		
			Allowance for Junior Scholarships now being held at the College at 8 Ru- pees a month ..		
			†		
Total Credited ...			Total Debited ...		
Deduct Debited ...					
Balance of the Quarter					
Add Balance from pre- vious Quarters of the current year ...					
Total Balance at Credit of the School ...					

\* Here are to be entered also the proceeds  
of any Donations, Endowments, &c., or any  
other receipts from whatever sources.

† Here enter any other payments that  
have been made or disbursements sanc-  
tioned during the month.

[Addressed to all Local Committees of Public Instruction.]

No. 6.

Dated 18th June 1855.

SIR,—As the Supreme Government have it in contemplation to cause Statistical Returns of the Educational Institutions in all parts of India to be prepared and kept up in certain prescribed forms from the commencement of the current year, and, as the compilation of these Returns, so far as the Schools in Bengal are concerned, will devolve chiefly upon the Inspectors of Schools, it will be necessary that these Officers should be regularly supplied by Local Committees of Public Instruction with such information and Returns as are now periodically supplied to this Office. I have therefore the honor to request that you will be good enough to forward in future to Mr. \_\_\_\_\_ Inspector of School in \_\_\_\_\_ the Returns and

*Monthly.*

Abstract Register of daily attendance and of Fees collected and due.

Bill for Contingent Expenses of School. Report of Meetings of Local Committee, Collector's Receipt for Fees, Fines, &c.

*Quarterly.*

Abstract Account Current.

List of Members of Local Committee.

*Yearly.*

Annual Report of the School with prescribed Appendices, Returns, &c. Visiting Book (in original) Report of Annual Examinations.

Documents noted in the margin, to be dealt with by that gentleman according to instructions which he will receive from me, and to be eventually transmitted to this Office for record.

2. I would also suggest that any important proposals for the improvement of the School or the extension of the means of Education that may be made by your Committee, and at the discussion of which the Inspector may not have had an opportunity of assisting, may be forwarded in the first instance to that Officer, to be by him noted and transmitted to me. Each

Inspector will thus be kept informed of the progress and improvement of the Schools within his Division, and be enabled to communicate to me or to incorporate in his Returns such information on these subjects as may be desirable.



I take this opportunity to request that in future, to save time, the Salary Bills of the School Establishment may be forwarded direct to the Civil Auditor instead of to this Office.

I have, &c.,  
(Signed) WM. GORDON YOUNG,  
*Director of Public Instruction.*

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*[Addressed to the Inspectors of Schools.]*

No. 7.

*Dated 18th July 1855.*

SIR,—I have the honor to request that you will forward to this Office, at the end of every month, either with your Diary, or as soon afterwards as possible, a Return in the annexed form showing the number of Educational Institutions visited by yourself and your subordinates during the month.

I have, &c.,  
(Signed) W. GORDON YOUNG,  
*Director of Public Instruction.*

*Return of the Number of Schools, &c., in each District visited during the month of \_\_\_\_\_ 18\_\_ by \_\_\_\_\_ Inspector of Schools in \_\_\_\_\_ and by his subordinate Officers.*

Name of Officer.	Number of Institutions visited and in what Districts situated.					Total.	Remarks.
	Colleges.	Superior Schools.		Elementary Schools.			
		Government.	Private.	Government.	Private.		
Mr. A. B., Inspector	1 in Zh. M.	1 in Zh. N. 1 in Zh. O.	1 in Zh. O.	8 in Zh. O. 1 in Zh. P.	2 in Zh. P.	10	
Babu C. D., Sub-Inspector in Zillah M	0	0	0	12 in Zh. M.	8 in Zh. M.	20	
Moulvie E. F., Sub-Inspector in Zillah N	0	1 in Zh. N.	0	20 in Zh. N.	13 in Zh. N.	34	
Total visited..	1	8	1	36	23	64*	

\* Viz. : 21 in Zh. M.

35 in Zh. N.

5 in Zh. O.

8 in Zh. P.

64

*N. B.*—Although a School may be visited by the same Officer more than once in the same month, it must be entered in this Statement as *one School* and not as more than one.

[Addressed to the Commissioners of Revenue and Circuit.]

No. 1186 to 1191.

Dated 3rd August 1855.

SIR,—I have the honor to forward herewith (by Banghy Dawk) copies of the Government Notification† dated 9th ultimo, on the subject of the employment of educated persons in the Public Service; and I request that, should you see no objection to such course, you will be so good as to cause them to be distributed

† *Vide Supra*, page 3.

and promulgated, by means of the District Officers, or in any other way that may seem to you proper, throughout the Districts of your Division.

2. As it will be necessary for me to report to the Lieutenant-Governor in what way I have given effect to his desire that this Notification should be disseminated as widely as possible through the instrumentality of Officers both in and out of the Education Department, I solicit the favor of your informing me of the measures which you may see fit to adopt in this respect.

3. Should more copies of the Notification, either in English or Bengali, be required, I shall be happy to supply them.

I have, &c.,

(Signed) W. GORDON YOUNG,  
*Director of Public Instruction.*

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*[Addressed to all Local Committees of Public Instruction and Principals of Mofussil Colleges.]*

No. 7.

*Dated 16th August 1855.*

SIR,—It being in contemplation to establish, in connection with this Office, and with the Calcutta School Book Society, an Agency for the sale of Cheap English and Vernacular Books at every Station in Lower Bengal where there is at present no such Agency and where there is an English Government School, I have the honor to request that you will inform me whether, in the opinion of the Committee, such an Agency may conveniently be established at \_\_\_\_\_ under the management of one of the Teachers of the School; other than the Head-master, and, if so, that you will name the Teacher to whom the business may properly be entrusted.

2. Under arrangements lately sanctioned by Government, the business of supplying Library and Prize Books to Schools will in future be kept entirely distinct from that of supplying Books

c

for sale to the School pupils and the public, the former will be managed as heretofore by the Head-master and the Local Committee in communication with the Government Book Agent; while the latter, it is proposed, should be conducted by the Second or Third Master of the School acting as an Agent of, and in communication with, the Calcutta School Book Society. The Society will undertake to supply its Mofussil Agents with books free of any charge or increase of price on account of freight, conveyance, &c., and it will allow them a Commission of Ten per Cent. upon sales effected by them. The Stock of Books for sale may be kept either at the Government School or at the Local Agent's houses, as may be found most convenient.

3. It is believed that by machinery of this sort, worked under the sanction and supervision of Local Committees, and assisted by the efforts and influence of the Inspectors and Sub-Inspectors of Education, cheap and useful books may be disseminated and a taste and desire for knowledge engendered in the interior of Districts to a greater extent than has hitherto been found practicable.

4. A copy of the School Book Society's last published Report is herewith forwarded for your information.

I have, &c.,

(Signed) WM. GORDON YOUNG,  
*Director of Public Instruction.*

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#### RULES FOR THE SUPPLY OF BOOKS TO COLLEGES AND SCHOOLS.

1. THE business connected with the supply of Library and Prize Books to Colleges and Schools will, in future, be entirely distinct from that of supplying Books for sale to School pupils and the public.

2. Indents for Library and Prize Books will be sent by Secretaries of Local Committees and Principals of Colleges to the

Secretary to the Government Book Agency; (Office, No. 21, Lower Circular Road, Calcutta.)

3. The indents will, in the case of Colleges, be signed by the Principal and countersigned by the Director of Public Instruction, and, in the case of Schools, will be signed by the Secretary to the Local Committee (or other authority under whom the Institution may be specially placed) and countersigned by the Inspector of Schools.

4. The indents should specify as far as possible the Edition of each book required.

5. Bills for the cost of Library and Prize Books supplied will be forwarded by the Book Agency to the Officer or authority from whom the indent was received, who, if the charges appear unobjectionable, will pass the Bill, and return it to the Secretary to the Book Agency, to be by him forwarded to the Civil Auditor.

6. Books supplied from the Government Book Agency should not, except under special circumstances, be sold to the pupils or to any other persons.

7. Books which the pupils of a School or the Public may wish to purchase may generally be procured without inconvenience from the nearest Local Agent of the Calcutta School Book Society whose duty it is to indent from time to time on the Secretary to that Society for all such books as are likely to meet with a ready sale. In cases in which such Agent is also a Teacher in a Government School he will be assisted in the management of the Agency entrusted to his charge by the advice and instructions of his Official superiors in the Education Department, being at the same time of course guided by the Rules of the School Book Society.

8. In the event of any Class-Books required by the pupils of a School (or College) as above not being procurable at the School Book Society's Local Agency, the Secretary to the Local Committee (or the Principal, as the case may be) will either order the books of the Calcutta School Book Society,

or make such other arrangements for procuring them as may seem to him best.

9. Books supplied by the School Book Society under the foregoing Rule, and Library and Prize Books supplied by the Book Agency under Rules 2 to 5, will be charged for as follows :—

1st.—Books imported direct from England to be charged 10 per cent. less than the English retail prices : exchange at 2s. per Rupee.

2nd.—On books purchased in India, whether English or Vernacular, a charge to be made of 5 per cent. on the actual cost.

3rd.—Books brought by the Overland route, on the same terms as in item 1, with the addition of the actual extra cost of transmission.

4th.—Books published by the Calcutta School Book Society to be charged at the rates mentioned in the Society's Catalogue, less the usual discount of  $12\frac{1}{2}$  per cent. allowed to Schools.

5th.—Bills to be paid monthly.

6th.—Charges for freight, packing, Cooly hire, postage, &c., to be entered in each Bill.

W. GORDON YOUNG,

*Director of Public Instruction.*

CALCUTTA, }  
27th September 1855. }

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[*Addressed to the Inspectors of Schools.*]

Nos. 1423 to 1425.

*\*Dated 4th September 1855.*

SIR,—With a view to guarding against the occurrence of an irregularity which has occasionally been committed by the Local

Committees of Public Instruction, I have the honor to forward copy of extract (paragraph 2) of a letter recently addressed by me to the Local Committee at \_\_\_\_\_ and to request that you will take care that the entire amount realized by the Local Committees in your Division on account of Schooling-fees and Fines, &c., is invariably transmitted to the Collector, and that no money is paid to School Teachers or other persons except upon a bill passed and audited by competent authority.

I have, &c.,

(Signed) W. G. YOUNG,  
*Director of Public Instruction.*

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*Extract from a Letter No. 1421, dated 4th September 1855, addressed to the Secretary, Local Committee of Public Instruction, at \_\_\_\_\_.*

*Para. 2.* I must however request, with advertence to the 2nd paragraph of your letter, that no deduction may be made from the Schooling-fees before remitting them to the Collector, as such a practice would be contrary to the Orders of Government and the Rules of the Department. All sums received on account of Fees, Fines, &c., must be regularly remitted to the Collector, to be by him brought upon the public Accounts, and every authorized charge, even though said to be "debitable\* to Schooling-fees," should be entered in a bill, and forwarded for audit in the usual manner, but should by no means be paid by the Local Committee out of the Fees or other Government money in their charge.

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\* These words are usually inserted as a guide to the Civil Auditor and also as an intimation to the Local Committee that the charge should be incurred only so long as the receipts from Schooling-fees are sufficient to cover it and other similar charges.

[Circulated to the Commissioner and other Officers in Assam.]

RULES FOR THE MANAGEMENT OF GOVERNMENT SCHOOLS IN ASSAM, SANCTIONED BY ORDERS OF GOVERNMENT, No. 414, DATED 13TH SEPTEMBER 1855.

1. The Schools of each District will be under the management and supervision of a Local Committee, of which the Collector and the Inspector of Schools will be the Ordinary Members. Other persons may also be appointed Members of such Committees if necessary, and the Commissioner of the Province will be *ex-officio* a Member of every such Committee in Assam.

2. The business connected with the Anglo-Vernacular and Sudder Station Schools will be managed by the Local Committees precisely as is done in the Regulation Districts of Bengal.

3. The current business of the Vernacular Schools in the interior will be ordinarily conducted by the Collector of the District as Resident Member of the Committee; and he will visit such Schools, or cause them to be visited by his subordinates, whenever he may think proper to do so.

4. Matters connected with the course of Instruction in the Schools and the selection and supply of School-books, and, generally, matters of internal detail in which uniformity of system throughout the Province is desirable, will be under the more especial direction of the Inspector of Schools.

5. Questions requiring reference to the Director of Public Instruction will be referred by the Committee, after discussion if possible at a time when the Inspector is at the Station and able to assist at the discussion.

6. The Teachers in the Anglo-Vernacular and Sudder Station Schools will be appointed, dismissed, or punished, by the Director of Public Instruction on the recommendation of the Local Committee. Teachers in the Mofussil Vernacular Schools will be appointed, dismissed, or punished by the Committee, the order



in each case being signed by two Members of the Committee of whom the Inspector (as the Officer specially charged with the duty of ascertaining and certifying the qualifications of Teachers) shall be one.

7. All periodical Reports and Returns will be sent as soon as possible for incorporation in his Statistical Returns, to the Inspector, either direct or through the resident Member of the Committee, as may be found most convenient in each case.

8. Bills for the regular sanctioned establishment of Schools, whether Sudder Station or Mofussil, may be forwarded by the Committee (or its resident Member) direct to the Civil Auditor; but bills for contingent charges require the countersignature of the Inspector before being so forwarded.

9. Nothing contained in these Rules has reference to the Sub-Inspectors of Schools, who are under the sole orders and control of the Inspector, and who are empowered to visit and inspect such Schools, Government or private, as they may be instructed by that Officer to visit, and to report the result to him.

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[Addressed to Principals of Colleges.]

Nos. 1507 to 1511.

*Dated 14th September 1855.*

SIR,—With reference to the Scheme of Study and of Examination for College, (Senior) Scholarships involved in the system of the Presidency College as now constituted, it becomes necessary to readjust the numbers of marks to be allowed in the several subjects in which those Examination will be held. It is accordingly proposed to allot the number as follows:—

<i>Present Allotment.</i>		<i>Proposed Allotment.</i>	
To Pure Mathematics ..	100	To Mathematics .. ..	100
„ Mixed Mathematics ..	100	„ Natural Philosophy ..	100
„ Literature and English		„ English Language and	
Essay .. ..	120	Literature .. ..	100

To Bengalee Essay, ..	50	To Vernacular Language ..	
„ History .. ..	70	and Literature ..	100
„ Mental and Moral Philosophy .. ..	60	„ History and Geography	100
			—
		Total, ..	500
			—
Total ...	500		

2. Should you see no strong objection to the proposed allotment, I shall feel obliged by your making it known to those concerned as the one which is to have effect at the next Examination.

I have, &c.,  
(Signed) Wm. GORDON YOUNG,  
*Director of Public Instruction.*

#### REVISED RULES FOR THE EXAMINATION OF CANDIDATES FOR EMPLOYMENT AND PROMOTION IN THE EDUCATION DEPARTMENT.

A COMMITTEE for the purpose of examining candidates for employment and promotion in the Education Department will meet from time to time at Calcutta, Dacca, Berhampore, Patna, or such other places as may hereafter be fixed upon.

2. The candidates will be ranked in three classes, according to their acquirements and general aptitude for conducting the important and responsible duty of Education.

3. The Third or lowest Class will comprehend all such as are skilled in Reading, Writing, Arithmetic, and the subjects laid down in the English Junior Scholarship Standard, and who likewise show some aptitude in imparting instruction and explaining difficulties. This Class will be considered eligible to situations of which the salary does not exceed Rupees (50) fifty a month.

4. The Second Class will consist of those who are highly skilled in the branches of study required to be taught by the Third Class, and who also exhibit great aptitude in teaching, and a good general knowledge of the duties of a School-master. They will be eligible to situations of which the salary does not exceed Rupees (150) one hundred-and-fifty a month.

5. The First Class will comprise those who are well acquainted with the subjects contained in the Senior Scholarship Standard, whose knowledge is exact and of a high order, and who exhibit a capacity for imparting an advanced degree of instruction. They will be eligible to situations of which the salary exceeds Rupees (150) one hundred-and-fifty a month.

6. All Candidates who are, or have recently been, holders of Senior or Junior Scholarships, will be exempted from Examination by written papers, and will be examined (*visà voce*) only as to their aptitude in teaching the subjects for proficiency in which their Scholarships were gained.

7. Candidates for situations in Mofussil Colleges and Schools will be expected to possess a competent knowledge of the Vernacular.

8. In filling up any vacancy in the Department, the holder of a Certificate under these Rules will always be preferred to one not holding a Certificate, when the other qualifications of the Candidates are equal or nearly so; and mere seniority and length of service, when unaccompanied by fitness for a high office, will in no case be considered to give a right to promotion.

9. Any Master who may be found deficient in zeal and energy in the performance of his duties, or whose class may not exhibit a sufficient degree of improvement at the Annual Examination, will be subject to Examination under these Rules, at the discretion of the Director of Public Instruction.

10. Each Candidate will be presented, after Examination, with a Certificate, specifying the grade in which he has been placed by the Committee, and he will be permitted to undergo

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an Examination at any future period, should he wish to prove his qualification for a higher position.

11. These Rules do not necessarily apply to offices the salaries of which exceed Rupees (300) three hundred a month, or to the Candidates for such offices.

I have, &c.

(Signed) Wm. Gordon Young,  
*Director of Public Instruction.*

8th February 1856.

[Circulated to Local Committees of Public Instruction and Principals of Colleges.]

# RULES FOR THE EXAMINATION FOR ENGLISH JUNIOR SCHOLARSHIPS SANCTIONED BY GOVERNMENT ON THE 12TH FEBRUARY 1856.

WITH reference to the Educational Notice dated April 2nd 1855, the following Rules which have received the sanction of the Government are published for general information.

1. The Examination of this year for English Junior Scholarships will commence on the 7th of April next.

2. No Candidate will be admitted to Examination unless he can produce a satisfactory Certificate from the School from which he comes, showing

*First.*—That he is less than 19 years of age.

*Secondly.*—That he has attended the School from which he comes for at least one year previous to the Examination.

*Thirdly.*—That his attainments are such as to enable him to compete at the Examination with a fair prospect of success.

*Fourthly.*—That, so far as is known, he is of good moral character.

3. Candidates from private Schools in Calcutta will be examined at the Town Hall, or at such other place as may be fixed

on for the Examination of the Candidates from the Government Hindu School. Candidates from private Schools in the Mofussi will be examined at any of the under-mentioned Institutions which may be most accessible to them :—

Hooghly College.	Bhaugulpore School.
Kishnaghur College.	Patna School.
Dacca College.	Cuttack School.
Berhampore College.	Gowahattee School.
Chittagong School.	

4. Candidates from private Schools must give notice to the Head of the Institution\* at which they propose to present themselves for Examination, and must send in the Certificate above referred to at least one month before the date fixed for the commencement of the Examination.

5. The following is the system of Examination to be adopted —

6. Sets of Examination questions will be prepared under the direction of the Director of Public Instruction and forwarded before-hand to the several Local Committees and other Authorities entrusted with conducting the Examination.

7. The candidates will be assembled in a room without books, papers or references of any kind. They will not be allowed to communicate with each other during the Examination, and, to ensure this one of the Members of the Local Committee, or in the case of Colleges, the Principal, or one of the Masters, will remain in the room and superintend the whole Examination.

8. Any attempt to use unfair means of passing the Examination will subject the offender to exclusion from the Examination and from the privilege of ever again competing for a Scholarship.

(Signed) WM. GORDON YOUNG,  
*Director of Public Instruction.*

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\* In the case of Candidates coming from Schools in Calcutta this notice should be given, and the Certificates forwarded to the Principal of the Presidency College.

[*Addressed to Local Committees of Public Instruction and Principals of Colleges.*]

CIRCULAR NO. 2.

*Dated 16th February 1856.*

SIR,—Under the orders of the Lieutenant-Governor, I have the honor to communicate to you the following Extract from the Proceedings of the Supreme Government, dated 12th ultimo.

“The Governor General in Council resolves, that all heads of Offices at the Presidency ; having Establishments in the Pay of Government, be directed to impress upon their subordinates the discredit attaching to a resort to the Insolvent Court, and to warn them that such a proceeding will be considered as of itself constituting a sufficient cause for exclusion from the Public Service, unless it shall appear that the embarrassments of the Insolvent have been the result of unforeseen misfortune or of circumstances over which he could exercise no control, and have not proceeded from dissipated or extravagant habits.”

I have, &c.,

(Signed) W. GORDON YOUNG,  
*Director of Public Instruction.*

[*Addressed to Local Committees of Public Instruction and Principals of Colleges.*]

NO. 4.

*Dated 8th March 1856.*

SIR,—I have the honor to inform you, that the English Junior Scholarship Standard for 1856-57, will be the same as that fixed upon for the current year, as set-forth in the Educational notice issued from this Office, under date the 2nd April 1856.

I have, &c.,

(Signed) W. GORDON YOUNG,  
*Director of Public Instruction.*

## EDUCATIONAL NOTICE.

Candidates for the English Junior Scholarships, which will be awarded at the close of the year 1855-56, to Students of Government and private Educational Institutions, will be expected to pass an Examination in the following subjects :

1. *English*.—The Candidate must be able to read with facility and correctness, and to explain and paraphrase, a passage of Prose and one of Poetry, selected from the under-mentioned work :

Selections from Goldsmith's Works, page 171 to the end. Calcutta Edition of 1853, printed for the Council of Education.

He must be well acquainted with the general rules of English Grammar, and must be able to parse correctly and to correct false Grammar.

2. *History*.—He must show a knowledge of the leading features of Modern History from the beginning of the sixteenth Century, as set forth in Tytler's Elements of General History, (Chapters 37 to 76), or in any other similar work.

3. *Geography*.—He must possess a general knowledge of Geography as contained in the School Books commonly in use, and must be able to sketch outline Maps of the principal countries of the world, and to indicate upon such Maps the situations of the chief Cities, Rivers and chains of Mountains.

*Mathematics*.—In Arithmetic, he must show a knowledge of Reduction, Proportion, Vulgar and Decimal Fractions, Practice, Simple and Compound Interest, Discount and the Extraction of the Square and Cube Root. In Geometry, he must know the first three books of Euclid ; and in Algebra, he must be acquainted with Addition, Subtraction, Multiplication, and Division of simple quantities of the Fractions, with the rules relating to the Greatest Common Measure and the Least Common Multiple, Involution, Evolution, and Simple Equations.

5. *Natural History*.—He must possess a general knowledge of the habits and characteristics of Vertebrated Animals, as described in Patterson's "Zoology for the use of Schools," or in any other similar work.

6. *Vernacular*.—He must be able to translate correctly into English, from his own Vernacular language, a passage selected from one of the under-mentioned works :

*In Bengali*, Nitibodha.

Charupatha, Part I.

Ditto, Part II.

*In Oordoo*, Gool-i-Bakawalee.

Bagh-o-Buhar.

He must also be able to translate from English into one of the above Vernacular languages, and he must show an acquaintance with the general rules of Grammar.

(Signed) W. GORDON YOUNG,  
*Director of Public Instruction.*

2nd April 1855.

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[*Addressed to the Inspectors of Schools.*]

Nos. 372 to 375.

*Dated 8th March 1856.*

SIR,—I have the honor to forward for your information extract from a Resolution\* by the Lieutenant-Governor of Bengal dated 30th January last, regarding the system of employing Apprentices in the Government Offices in the Mofussil.

2. The object of Mr. Pratt's Memorandum therein referred to was to call the attention of Government to the system under which persons, often of very inferior Education and qualifications, procure admission into Mofussil Offices through their relationship or connection with the Omlah, and without the knowledge or sanction of the Head of the Office, and, after working for a time as Apprentices or "Taid Nuveeshes," contrive to succeed to situations in the Office, to the exclusion of candidates of superior Education but inferior influence with the Cutcherry Omlah.

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\* *Vide Supra*: page 4.



3. It is to be hoped that the orders now issued by Government will go far to remove this evil, and to give well-educated persons a fair chance of obtaining entrance into the public Service, and I shall feel obliged therefore by your taking every opportunity of making these Orders generally known, and of watching their effect.

I have, &c.,  
(Signed) WM. GORDON YOUNG,  
*Director of Public Instruction.*

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[*Addressed to Local Committees of Public Instruction and Principals of Colleges.*]

No. 4 $\frac{1}{2}$ .

*Dated 19th March 1856.*

SIR,—With a view to encourage the acquisition by European Teachers in the Education Department of a knowledge of the Vernacular languages, it has lately been ruled by Government, at the suggestion of the Director of Public Instruction—

That European Teachers who have been educated in Europe, and who either have served or engage to serve in the Department for at least three years, shall be entitled to the following rewards:—

For passing, in Bengali or Hindustani, the ordinary test prescribed for the Examination of newly-appointed members of the Civil Service, and showing ability to converse and interpret—to a Certificate and a reward of Rupees (300) three hundred.

For passing the test, in either of the above languages, for High Proficiency, and showing ability to converse and interpret with fluency and accuracy—to a Certificate of High Proficiency and a Reward of Rupees (500) five hundred.

Provided that no person shall be allowed to receive both the money rewards on account of the same language.

I have, &c.,  
(Signed) WM. GORDON YOUNG,  
*Director of Public Instruction.*

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the 1990s, the number of people in the United States who are 65 years of age or older has increased by 50 percent, and the number of people 75 years of age or older has increased by 100 percent. The number of people 85 years of age or older has increased by 200 percent. The number of people 95 years of age or older has increased by 400 percent. The number of people 100 years of age or older has increased by 1,000 percent. The number of people 105 years of age or older has increased by 2,000 percent. The number of people 110 years of age or older has increased by 4,000 percent. The number of people 115 years of age or older has increased by 8,000 percent. The number of people 120 years of age or older has increased by 16,000 percent. The number of people 125 years of age or older has increased by 32,000 percent. The number of people 130 years of age or older has increased by 64,000 percent. The number of people 135 years of age or older has increased by 128,000 percent. The number of people 140 years of age or older has increased by 256,000 percent. The number of people 145 years of age or older has increased by 512,000 percent. The number of people 150 years of age or older has increased by 1,024,000 percent. The number of people 155 years of age or older has increased by 2,048,000 percent. The number of people 160 years of age or older has increased by 4,096,000 percent. The number of people 165 years of age or older has increased by 8,192,000 percent. The number of people 170 years of age or older has increased by 16,384,000 percent. The number of people 175 years of age or older has increased by 32,768,000 percent. The number of people 180 years of age or older has increased by 65,536,000 percent. The number of people 185 years of age or older has increased by 131,072,000 percent. The number of people 190 years of age or older has increased by 262,144,000 percent. The number of people 195 years of age or older has increased by 524,288,000 percent. The number of people 200 years of age or older has increased by 1,048,576,000 percent. The number of people 205 years of age or older has increased by 2,097,152,000 percent. The number of people 210 years of age or older has increased by 4,194,304,000 percent. The number of people 215 years of age or older has increased by 8,388,608,000 percent. The number of people 220 years of age or older has increased by 16,777,216,000 percent. The number of people 225 years of age or older has increased by 33,554,432,000 percent. The number of people 230 years of age or older has increased by 67,108,864,000 percent. The number of people 235 years of age or older has increased by 134,217,728,000 percent. The number of people 240 years of age or older has increased by 268,435,456,000 percent. The number of people 245 years of age or older has increased by 536,870,912,000 percent. The number of people 250 years of age or older has increased by 1,073,741,824,000 percent. The number of people 255 years of age or older has increased by 2,147,483,648,000 percent. The number of people 260 years of age or older has increased by 4,294,967,296,000 percent. The number of people 265 years of age or older has increased by 8,589,934,592,000 percent. The number of people 270 years of age or older has increased by 17,179,869,184,000 percent. The number of people 275 years of age or older has increased by 34,359,738,368,000 percent. The number of people 280 years of age or older has increased by 68,719,476,736,000 percent. The number of people 285 years of age or older has increased by 137,438,953,472,000 percent. The number of people 290 years of age or older has increased by 274,877,906,944,000 percent. The number of people 295 years of age or older has increased by 549,755,813,888,000 percent. The number of people 300 years of age or older has increased by 1,099,511,627,776,000 percent. The number of people 305 years of age or older has increased by 2,199,023,255,552,000 percent. The number of people 310 years of age or older has increased by 4,398,046,511,104,000 percent. The number of people 315 years of age or older has increased by 8,796,093,022,208,000 percent. The number of people 320 years of age or older has increased by 17,592,186,044,416,000 percent. The number of people 325 years of age or older has increased by 35,184,372,088,832,000 percent. The number of people 330 years of age or older has increased by 70,368,744,177,664,000 percent. The number of people 335 years of age or older has increased by 140,737,488,355,328,000 percent. The number of people 340 years of age or older has increased by 281,474,976,710,656,000 percent. The number of people 345 years of age or older has increased by 562,949,953,421,312,000 percent. The number of people 350 years of age or older has increased by 1,125,899,906,842,624,000 percent. The number of people 355 years of age or older has increased by 2,251,799,813,685,248,000 percent. The number of people 360 years of age or older has increased by 4,503,599,627,370,496,000 percent. The number of people 365 years of age or older has increased by 9,007,199,254,740,992,000 percent. The number of people 370 years of age or older has increased by 18,014,398,509,481,984,000 percent. The number of people 375 years of age or older has increased by 36,028,797,018,963,968,000 percent. The number of people 380 years of age or older has increased by 72,057,594,037,927,936,000 percent. The number of people 385 years of age or older has increased by 144,115,188,075,855,872,000 percent. The number of people 390 years of age or older has increased by 288,230,376,151,711,744,000 percent. The number of people 395 years of age or older has increased by 576,460,752,303,423,488,000 percent. The number of people 400 years of age or older has increased by 1,152,921,504,606,846,976,000 percent. The number of people 405 years of age or older has increased by 2,305,843,009,213,693,952,000 percent. The number of people 410 years of age or older has increased by 4,611,686,018,427,387,904,000 percent. The number of people 415 years of age or older has increased by 9,223,372,036,854,775,808,000 percent. The number of people 420 years of age or older has increased by 18,446,744,073,709,551,616,000 percent. The number of people 425 years of age or older has increased by 36,893,488,147,419,103,232,000 percent. The number of people 430 years of age or older has increased by 73,786,976,294,838,206,464,000 percent. The number of people 435 years of age or older has increased by 147,573,952,589,676,412,928,000 percent. The number of people 440 years of age or older has increased by 295,147,905,179,352,825,856,000 percent. The number of people 445 years of age or older has increased by 590,295,810,358,705,651,712,000 percent. The number of people 450 years of age or older has increased by 1,180,591,620,717,411,303,424,000 percent. The number of people 455 years of age or older has increased by 2,361,183,241,434,822,606,848,000 percent. The number of people 460 years of age or older has increased by 4,722,366,482,869,645,213,696,000 percent. The number of people 465 years of age or older has increased by 9,444,732,965,739,290,427,392,000 percent. The number of people 470 years of age or older has increased by 18,889,465,931,478,580,854,784,000 percent. The number of people 475 years of age or older has increased by 37,778,931,862,957,161,709,568,000 percent. The number of people 480 years of age or older has increased by 75,557,863,725,914,323,419,136,000 percent. The number of people 485 years of age or older has increased by 151,115,727,451,828,646,838,272,000 percent. The number of people 490 years of age or older has increased by 302,231,454,903,657,293,676,544,000 percent. The number of people 495 years of age or older has increased by 604,462,909,807,314,587,353,088,000 percent. The number of people 500 years of age or older has increased by 1,208,925,819,614,629,174,706,176,000 percent. The number of people 505 years of age or older has increased by 2,417,851,639,229,258,349,412,352,000 percent. The number of people 510 years of age or older has increased by 4,835,703,278,458,516,698,824,704,000 percent. The number of people 515 years of age or older has increased by 9,671,406,556,917,033,397,649,408,000 percent. The number of people 520 years of age or older has increased by 19,342,813,113,834,066,795,298,816,000 percent. The number of people 525 years of age or older has increased by 38,685,626,227,668,133,590,597,632,000 percent. The number of people 530 years of age or older has increased by 77,371,252,455,336,267,181,195,264,000 percent. The number of people 535 years of age or older has increased by 154,742,504,910,672,534,362,390,528,000 percent. The number of people 540 years of age or older has increased by 309,485,009,821,345,068,724,781,056,000 percent. The number of people 545 years of age or older has increased by 618,970,019,642,690,137,449,562,112,000 percent. The number of people 550 years of age or older has increased by 1,237,940,039,285,380,274,899,124,224,000 percent. The number of people 555 years of age or older has increased by 2,475,880,078,570,760,549,798,248,448,000 percent. The number of people 560 years of age or older has increased by 4,951,760,157,141,521,099,596,496,896,000 percent. The number of people 565 years of age or older has increased by 9,903,520,314,283,042,199,193,993,792,000 percent. The number of people 570 years of age or older has increased by 19,807,040,628,566,084,398,387,987,584,000 percent. The number of people 575 years of age or older has

1. *Chlorophyll a* (Chl *a*)

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion. The number of people aged 65 and over is expected to increase from 250 million to 450 million. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion. The number of people aged 65 and over is expected to increase from 200 million to 400 million. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion. The number of people aged 15 and over is expected to increase from 3.5 billion to 4.5 billion.

1. *Chlorophyll *a** was determined by the method of Arar and Collins (1971) using a 100- $\mu$ l. aliquot of the sample. The absorbance of the chlorophyll *a* was measured at 663 nm. The concentration of chlorophyll *a* was calculated using the following equation:  $\text{Chlorophyll } a (\mu\text{g ml}^{-1}) = 12.7 \times \text{Absorbance at } 663 \text{ nm}$ .

the 1990s, the number of people in the United States who are 65 years of age or older has increased by 50% (U.S. Census Bureau, 1997). The number of people aged 65 and older is projected to increase to 20% of the total population by the year 2020 (U.S. Census Bureau, 1997). The increase in the number of people aged 65 and older has led to a corresponding increase in the number of people who are dependent on others for their care. This has led to a corresponding increase in the number of people who are dependent on others for their care. This has led to a corresponding increase in the number of people who are dependent on others for their care.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion, from 1.1 billion in 1990 to 2.6 billion in 2010. The number of people aged 65 and over is expected to increase by 1 billion, from 350 million in 1990 to 1.4 billion in 2010. The number of people aged 15-64 is expected to increase by 1.5 billion, from 1.1 billion in 1990 to 2.6 billion in 2010. The number of people aged 65 and over is expected to increase by 1 billion, from 350 million in 1990 to 1.4 billion in 2010. The number of people aged 15-64 is expected to increase by 1.5 billion, from 1.1 billion in 1990 to 2.6 billion in 2010.

[illegible][illegible]

## Appendix C.

### REPORT UPON THE SCHOLARSHIP AND HONOR EXAMINATIONS OF THE PRESIDENCY, HOOGHLY, DACCA, KISHNAGHUR AND BERHAMPORE COLLEGES.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

SIR,

WE have the honor to forward herewith two Tabular Statements showing the result with which the Examination of the students of the Government Colleges for Honors and Scholarships was attended. It will be remembered that the competitors for Honors were students who had completed a four years' course of study and who were leaving College, while the candidates for (Senior) Scholarships were students who had just completed their second year in College. The following were the subjects in which each class was examined :

FOURTH YEAR STUDENTS.		SECOND YEAR STUDENTS.
<i>General Department.</i>	<i>Law Department.</i>	<i>General Department.</i>
English Literature.	Jurisprudence.	English Literature.
Mental and } or Mathema-	Law.	History.
Moral Sci- } tics.	Mental and Moral	Mathematics.
ence,	Science.	Physical Science.
Physical Science.		Vernacular.

2. In English Literature the answers of the fourth year students of the Presidency College were admirable, but the same strong commendation could not be awarded to the only student of this class that came up from a Mofussil College. Dwarkanath Chuckerbutty is entitled to the Literature Medal.

3. The result of the Examination of the second year students in Literature was generally far from satisfactory, many of the replies seeming to indicate that the boys had scarcely looked into the book said to have been studied, or had at all events received

but little instruction in it. Hindu lads have marvellous powers of retention, and rarely quite forget a careful and lucid explanation ; yet many of the answers in the subject of Bacon's Essays seemed to be the result of mere guesses at the meaning of the author rather than of a careful and well-directed study of the subject.

4. In Dryden's Absalom and Achitophel the answers were upon the whole much more satisfactory.

5. The Presidency College, with its numerous and able Staff, still maintains a decided superiority over all other Colleges in Bengal in the answers in Literature of its second year students. Unsatisfactory as but too many of these answers are, they are better than those of the same class of students in the sister Institutions. Two of the Presidency College students, John Cooke and Khetternath Bhattacharjee, deserve commendation for their papers, especially the former, to whom the full number of marks in this subject was awarded.

6. We regret that we cannot speak more favorably of the general result of the Examination in English Literature. There is certainly no defect in a man's education which is more obvious to others—which it is more difficult to get rid of or conceal—than a slovenly and ungrammatical mode of speaking or writing ; and as those Natives who have been educated in our Colleges always speak or write our language in their intercourse with the European community, either as Merchants' clerks, or Government officials, or private gentlemen, a neglect of English Literature, while at College, must be a source of perpetual mortification to themselves in after-life and reflect great discredit on their place of education.

7. With the Historical branch of the Examination we have on the whole been much pleased. It is evident that the students generally have paid considerable attention to this branch of their studies. We have been especially struck with the excellence of the answers from Dacca. The students from the Dacca College who entered into the competition for Senior Scholarships were seven in number, and without exception gave satisfaction by the fulness

and correctness of their knowledge on the questions proposed. Out of fifty-one of the best answers in the two subjects, thirteen are from the Dacca students, and, out of the seven competitors, six are included among the writers of those answers. The very best answer in the whole Examination is also from one of them. Out of the 100 marks attainable in History, every student gained more than two-thirds, the lowest receiving 68, the highest 83. In the Presidency College, Khetternath Bhutacharjee has distinguished himself greatly. Out of the fifteen answers required in History, he has furnished eight, which are justly reckoned among the best answers in the Examination. John Cooke and Debendronarain Bose also have answered well. At Hooghly, Koomed Chunder Bose and Bunkim Chunder Chatterjee supplied the best answers; Radhicapersad Mookerjee, at Kishnaghur, displayed an excellent knowledge of English History, and Rajcoomar Roy, of Berhampore, supplied one of the best answers in the same subject. The last-named student gained more than half the number of marks in History, but failed in other branches of the Examination. It is perhaps worthy of remark that in describing the effects upon Rome of the Conquest of Greece, the students of the Presidency College referred *only* to the luxury which followed; and those at Hooghly, *only* to the improvement of Roman Literature; only one or two students from these Colleges described them both.

8. The papers in Mathematics prove that the Senior Scholarship Standard in this subject, as recently modified, is attainable by students of ordinary abilities and application after two years' study. Individual students have, as on former occasions, highly distinguished themselves, and the answers of Debendernarian Bose, of the Presidency College, are deserving of great commendation.

9. In Physical Geography the papers given in by both the fourth and second year students were generally good. In Chemistry the answers were not satisfactory, and in Natural Philosophy the standard attained was much below what might be reasonably

expected. This failure may, perhaps, be attributed, in a great measure, to the fact that the subjects are to a certain extent new to our College students, systematic instruction in them not having hitherto formed a part of the course in the Government Schools and Colleges. In the Zillah Schools, especially, the kind of education given is not such as to call into action the observant faculties, or to teach the boys to look abroad on the face of Nature, and to understand the causes of what they see around them. It will be seen that, of the competitors for Scholarships, the students of the Dacca College showed most proficiency in Physical Science. The best of the final students, Bholanauth Pal, is considered deserving of a Medal.

10. In Vernacular Literature the highest numbers have been obtained by students of the Presidency College and the general average of its marks is also greater than those of the sister Institutions. The highest number of marks won in the Presidency College is ... .. 81 out of 100

In the Hooghly College, ... .. 76 „

„ Dacca College, ... .. 59 „

„ Kishnaghur College,... .. 56 „

The Berhampore College sent up only one student for Examination and he obtained 65 marks. The superiority of the Presidency College is probably owing to the more systematic way in which the Vernacular is taught under the superintendence of an educated Professor who necessarily commands greater influence than ordinary Pundits. The Hooghly and the Dacca Colleges exhibited, in former days, a degree of proficiency in Bengali by no means inferior to that of the Calcutta Institution. The Presidency College has, however, now distanced those of the Mofussil, both by reason of its own progress, and also, it may be feared, from some deterioration on the part of the latter.

11. The students of all the Colleges have manifested a better acquaintance with Bengali Grammar than is believed to have been the case in past years. A few of the answers have, however, betrayed great ignorance on the part of the writers, and, notwith-

standing the progress generally shown, there is still much room for improvement.

12. The Examination in the Vernacular has been almost exclusively in Bengali, only one student, Mr. Stephen, of Dacca, having come up for Examination in Urdu.

13. The fourth year students of the Law Department of the Presidency College were examined by us in Moral and Mental Philosophy and Logic. We were gratified by the knowledge of these subjects which was evinced by them all. With one exception every student gained in every subject two-thirds of the marks attainable in that subject, and, even in the case of that exception, as well as that of all the other students, two-thirds were gained on the entire Examination. The average is a high one, and gives proof that all the students had attentively studied the authorities upon which they were examined. Bholanath Pal especially distinguished himself. He lost only two or three marks on each subject and thus obtained 94 out of the 100 Standard. Dwarknath Chuckerbutty and Mohes Chowdry follow him with much credit and stand together, having gained respectively 84 and 83.3 marks. It is with pleasure that we recommend Bholanath for the Medal :  
 • his correct knowledge of the three branches appointed in the Mental and Moral Sciences fully entitling him to that honor.

We have the honor to be,

Sir,

Your most obedient Servants,

JOSEPH MULLENS, B. A.,

K. M. BANERJEA,

D. L. RICHARDSON,

J. SUTCLIFFE, B. A.,

H. WOODROW, M. A.,

WM. GORDON YOUNG,

*Ex-Officio Member.*

*Ordinary Members  
of the Senior  
Scholarship Examination  
Committee.*

CALCUTTA, }  
The 31st May 1856. }

## RETURN OF SENIOR SCHOLARSHIPS GAINED DURING THE YEAR.

Names of Scholars.	College at which gained.	When gained.	Free or Stipendiary.	For how long tenable.	For Proficiency in what branch.
Khetternauth Bhattacharjee	Presidency College	{ April 1856 }	{ Stipend of Rs. } { 25 a month }	Two years	{ For the highest Proficiency in History and Vernacular Literature and good general progress. }
Debendernarain Bose	...	ditto	ditto	ditto	{ For the highest Proficiency in Mathematics and good general progress. }
Judonath Bose	ditto	ditto	ditto	ditto	{ Natural Philosophy and good general progress. }
Debender Chunder Dutt	ditto	ditto	{ Stipend of Rs. } { 16-8 a month }	ditto	General Proficiency.
J. E. Cooke	ditto	ditto	{ Stipend of Rs. } { 25 a month }	ditto	{ For the highest Proficiency in Literature and fair progress. }
Dwarkanath Banerjee	ditto	ditto	ditto	One year	ditto.
Bholanath Banerjee	ditto	ditto	ditto	ditto	ditto.
Gopal Chunder Coondoo	ditto	ditto	ditto	ditto	ditto.
Bonomally Sein	ditto	ditto	ditto	ditto	ditto.
Sreesh Chunder Ghose	ditto	ditto	ditto	ditto	ditto.



Bunkim Chunder Chatterjee	{ College of Mohammed Mohsin, Hooghly }	{ April 1856 }	{ Stipend of Rs. } { 20 a month }	Two years	{ For the highest Proficiency in all the subjects. }
Radhacapersad Mookerjee	{ Kishnaghur College }	{ ditto }	ditto	ditto	{ For the highest Proficiency in History, Mathematics, and Vernacular. }
Tarineeprosad Roy	... Dacca College	ditto	ditto	ditto	{ For the highest Proficiency in History and good general progress. }
Brojomohun Roy	... ditto	ditto	ditto	ditto	{ For the highest Proficiency in Mathematics and fair general progress. }
M. J. Stephen	... ditto	ditto	ditto	ditto	{ For the highest Proficiency in Natural Philosophy and good general progress. }
Ishan Chunder Naug	... ditto	ditto	ditto	ditto	{ For the highest Proficiency in General Proficiency. }
Kasinath Mookerjee	... ditto	ditto	ditto	One year	{ For the highest Proficiency in Vernacular Literature and fair general progress. }
Mohabbat Alee	... Hooghly Mudrissa	ditto	{ Stipend of Rs. } { 50 a month }	ditto	{ For Proficiency in Arabic. }
Besharat Allah	... ditto	ditto	ditto	ditto	ditto.
Mohamed Isbaq	... ditto	ditto	{ Stipend of Rs. } { 20 a month }	ditto	ditto.
Moynooddeen	... ditto	ditto	ditto	ditto	ditto.
Ahmadoolah	... ditto	ditto	ditto	ditto	ditto.

## RETURN OF SENIOR SCHOLARSHIPS GAINED DURING THE YEAR.—(Continued.)

Names of Scholars.	College at which gained.	When gained.	Free or Stipendiary.	For how long tenable.	For Proficiency in what branch.
Moseek Allah	Hooghly Mudrissa	April 1856	{ Stipend of Rs. } { 20 a month }	One year	For Proficiency in Arabic.
Mohammed Alee	ditto	ditto	{ Stipend of Rs. } { 15 a month }	ditto	ditto.
Nazir Khan	ditto	ditto	ditto	ditto	ditto.
Mahomed Hayder	ditto	ditto	ditto	ditto	ditto.
Busharat Alee	ditto	ditto	ditto	ditto	ditto.
Faseehooddeen	ditto	ditto	ditto	ditto	ditto.
Ashrufooddeen	Calcutta Mudrissa	March 1856	{ Stipend of Rs. } { 20 a month }	ditto	ditto.
Mohfooz Rubbee	ditto	ditto	ditto	ditto	ditto.
Obayotoollah	ditto	ditto	ditto	ditto	ditto.
Zooliquar Alee	ditto	ditto	ditto	ditto	ditto.
Imdad Alee, of Burdwan	ditto	ditto	{ Stipend of Rs. } { 15 a month }	ditto	ditto.
Imdad Alee Jessary	ditto	ditto	ditto	ditto	ditto.
Abdool Kurreen Soorma	ditto	ditto	ditto	ditto	ditto.
Bukshuroollah	ditto	ditto	ditto	ditto	ditto.
Ramakahoy Chatterjee	Sanscrit College	April 1856	{ Stipend of Rs. } { 20 a month }	ditto	For Proficiency in Sanscrit.
Shomenath Mookerjee	ditto	ditto	ditto	ditto	ditto.

	Sanscrit College	{ April 1856 }	{ Stipend of Rs. } { 16 a month }	One year	For Proficiency in Sanscrit.
Girishchunder Gupta	ditto	ditto	ditto	ditto	ditto.
Gocoolchandra Gupta	ditto	ditto	{ Stipend of Rs. } { 12 a month }	ditto	ditto.
Kalprasanna Ghosal	ditto	ditto	ditto	ditto	ditto.
Trailokhyanath Chatterjee	ditto	ditto	{ Stipend of Rs. } { 10 a month }	ditto	ditto.
Ramney Chatterjee	ditto	ditto	ditto	ditto	ditto.
Dwarakanath Ghosal	ditto	ditto	ditto	ditto	ditto.
Ramchandra Moitra	ditto	ditto	ditto	ditto	ditto.
Anadaprosad Banerjee	ditto	ditto	ditto	ditto	ditto.

## RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR.

Names of Scholars.	School at which gained.	When gained.	Free or Stipendiary.	For how long tenable.	For Proficiency in what branch.
Nobin Chunder Gangoolie ..	Hindu School	April 1856	{ Tagore family Schp. } Rs. 10 a month.	Two years	{ For general Pro- ficiency in Eng- lish.
Rajendronauth Bose ..	ditto	ditto	{ Gopee Mohun Deb family Schp. Rs. 10 do.	ditto	ditto.
Beeressur Bose ..	ditto	ditto	{ Joykissen Sing fa- mily Schp. Rs. 10 do.	ditto	ditto.
Sarodaprosend Bose ..	ditto	ditto	{ Gunganarain Doss Schp. Rs. 10 do.	ditto	ditto.
Mittunajoy Mookerjee ..	ditto	ditto	{ Rajah of Burdwan family Schp. Rs. 10 do.	ditto	ditto.
Mohendronauth Mookerjee ..	ditto	ditto	{ Hindu College Schp. } Rs. 10 do.	One year	ditto.
D. N. Tagore ..	ditto	ditto	ditto	ditto	ditto.
Radhikaproseno Singh ..	ditto	ditto	ditto	ditto	ditto.
Bykuntanath Dey ..	ditto	ditto	ditto	ditto	ditto.
Mohendronauth Sein ..	ditto	ditto	ditto	ditto	ditto.
Juddoonauth Sein ..	ditto	ditto	ditto	ditto	ditto.

	{ Hooghly Col- legiate School }	April 1856	{ Stipend of Rs. 10 a month }	Two years	{ For general Pro- ficiency in Eng- lish. }
Woma Churn Ghose	...	...	...	...	...
Rajendronauth Roy	ditto	ditto	ditto	ditto	ditto.
Kalikarunjun Mitter	ditto	ditto	{ Stipend of Rs. 8 a month }	ditto	ditto.
Chunder Sikhur Mookerjee	ditto	ditto	ditto	ditto	ditto.
Taban Chunder Banerjee	ditto	ditto	ditto	ditto	ditto.
Promothanauth Mookerjee	ditto	ditto	ditto	ditto	ditto.
Doorgadoss Dey	{ Dacca Collegi- ate School }	ditto	{ Stipend of Rs. 10 a month }	ditto	ditto.
Brayonauth Goopla	ditto	ditto	ditto	ditto	ditto.
Gobind Chunder Doss	ditto	ditto	{ Stipend of Rs. 8 a month }	ditto	ditto.
Rajoneecoomar Dutt	ditto	ditto	ditto	ditto	ditto.
Gourmohun Bysack	ditto	ditto	ditto	ditto	ditto.
Koonjobeharry Dey	ditto	ditto	ditto	ditto	ditto.
Solomon	ditto	ditto	ditto	ditto	ditto.
J. W. Mylne	ditto	ditto	ditto	ditto	ditto.
Kallydoss Dutt	{ Kishnaghur Collegiate School }	ditto	{ Stipend of Rs. 10 a month }	ditto	ditto.
Juddonauth Chatterjee	ditto	ditto	ditto	ditto	ditto.
Bhuggobuttychurn Moo- kerjee	ditto	ditto	{ Stipend of Rs. 8 a month }	ditto	ditto.
Sarodapersaud Chowdry	ditto	ditto	ditto	ditto	ditto.
Rajkissen Promani	ditto	ditto	ditto	ditto	ditto.
Bam Loll Lahory	{ Berhampore Collegiate School }	ditto	{ Stipend of Rs. 10 a month }	ditto	ditto.
Chunder Mohun Doss	ditto	ditto	ditto	ditto	ditto.

## RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR. — (Continued.)

Names of Scholars.	School at which gained.	When gained.	Free or Stipendiary.	For how long tenable.	For Proficiency in what branch.
Rajkisto Shen	{ Berhampore Collegiate School	April 1856	{ Stipend of Rs. 8 a month	Two years	{ For general Proficiency in English.
Kristo Indro Chowdry	ditto	ditto	ditto	ditto	ditto.
Charoo Chunder Chatterjee	ditto	ditto	ditto	ditto	ditto.
Taracanth Dutt	{ Colloctolah Branch School	ditto	ditto	ditto	ditto.
Kedarnauth Sein	ditto	ditto	ditto	One year	ditto.
Soorjeeoomar Chatterjee	Baraset School	ditto	{ Stipend of Rs. 10 a month	Two years	ditto.
Hurrischunder Mitter	ditto	ditto	{ Stipend of Rs. 8 a month	ditto	ditto.
Pearymohun Banerjee	ditto	ditto	ditto	ditto	ditto.
Brojomohun Acharjee	ditto	ditto	ditto	One year	ditto.
Hungsesur Mookerjee	Pooroolah School	ditto	{ Stipend of Rs. 10 a month	Two years	ditto.
Juggedis Chunder Talapatro	Bauleah School	ditto	ditto	ditto	ditto.
Moheschunder Mozoomdar	ditto	ditto	{ Stipend of Rs. 8 a month	ditto	ditto.
Rajkissen Mookerjee	ditto	ditto	ditto	ditto	ditto.
Rajoomar Sircar	ditto	ditto	ditto	One year	ditto.
Prossonoomar Bagchee	ditto	ditto	ditto	ditto	ditto.

	April 1856		{ Stipend of Rs. 10 a } month	{ Stipend of Rs. 8 a } month	Two years	{ For general Pro- ficiency in Eng- lish.
Anundloll Sein	...	Jessore School	ditto	{ Stipend of Rs. 10 a } month	ditto	ditto.
Motiloll Banerjee	...	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.
Biprodoss Mitter	...	ditto	ditto	ditto	ditto	ditto.
Jadubhushan Bose	...	ditto	ditto	ditto	One year	ditto.
Dinnonauth Mitter	...	ditto	ditto	ditto	ditto	ditto.
Juggutanund Sein	...	{ Mymensing } { School }	ditto	{ Stipend of Rs. 10 a } month	Two years	ditto.
Kally Narain Chuckerbutty	...	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.
Kally Nauth Dey	...	ditto	ditto	ditto	ditto	ditto.
Dinnonauth Dutt	...	{ Furreedpore } { School }	ditto	{ Stipend of Rs. 10 a } month	ditto	ditto.
Saroda Prosaud Roy	...	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.
Kistololl Mojomdar	...	Midnapore School	ditto	{ Stipend of Rs. 10 a } month	ditto	ditto.
Anuntloll Mitter	...	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.
Sarodapersaud Sandel	...	Cuttack School	ditto	{ Stipend of Rs. 10 a } month	ditto	ditto.
Philip Thomas	...	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.
Goury Sunkar Ghose	...	ditto	ditto	ditto	ditto	ditto.
Umbiacurn Bose	...	Howrah School	ditto	{ Stipend of Rs. 10 a } month	ditto	ditto.
Sarut Chunder Chatterjee ...	...	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.

## RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR.—(Continued.)

Names of Scholars.	School at which gained.	When Gained.	Free or Stipendiary.	For how long tenable.	For Proficiency in what branch.
Edwin Gilbert	Patna School	April 1856	{ Stipend of Rs. 10 a } month	Two years	{ For general Pro- ficiency in Eng- lish.
A. DeSouza	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.
T. Kalberer	ditto	ditto	ditto	ditto	ditto.
Brojomohun Audit	ditto	ditto	ditto	One year	ditto.
Chaiter Dharry Matty	ditto	ditto	ditto	ditto	ditto.
Soorjee Narian Singh	Bhaugulpore School	ditto	{ Stipend of Rs. 10 a } month	Two years	ditto.
Trylokhunauth Chatterjee...	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.
Trylokhunauth Lahooray	ditto	ditto	ditto	ditto	ditto.
Taraprosomo Mookerjee	Ooterparah School	ditto	{ Stipend of Rs. 10 a } month	ditto	ditto.
Nabin Kissen Mookerjee	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.
Peary Mohun Mookerjee	ditto	ditto	ditto	ditto	ditto.
Judonath Roy	ditto	ditto	ditto	One year	ditto.
Doorga Mohun Dass	Burrisaul School	ditto	{ Stipend of Rs. 10 a } month	Two years	ditto.
Obhoya Nundo Dass	ditto	ditto	{ Stipend of Rs. 8 a } month	ditto	ditto.



	Chittagong School	April 1856	{ Stipend of Rs. 10 a month }	{ Stipend of Rs. 8 a month }	{ Stipend of Rs. 10 a month }	{ Stipend of Rs. 8 a month }	{ For general Proficiency in English. }
Doorgadass Dastidar	...	ditto	...	...	...	...	Two years
Ramcoomar Wadadar	ditto	ditto	...	...	...	...	ditto.
Gunga Dass Daés	ditto	ditto	...	...	...	...	ditto.
Tarinee Kanth Doss	Commillah School	ditto	...	...	...	...	ditto.
Syed Obed Oollah	{ Anglo-Persian Department, Calcutta Mudrissas }	ditto	...	...	...	...	ditto.
Soobun Buksh	ditto	ditto	...	...	...	...	ditto.
Kasim Alli	ditto	ditto	...	...	...	...	ditto.
Haran Chunder Mookerjee	Collingah School	ditto	...	...	...	...	ditto.
Womesh Chunder Sircar	ditto	ditto	...	...	...	...	ditto.
Kali Churn Dey	ditto	ditto	...	...	...	...	ditto.
Dinnonath Mookerjee	Jonye School	ditto	...	...	...	...	ditto.
Nilkanto Banerjee	ditto	ditto	...	...	...	...	ditto.
P. J. Neuville	Montague School	ditto	...	...	...	...	ditto.
Heraloll Nundy	{ Rajah of Burdwan's School }	ditto	...	...	...	...	ditto.
Ghulam Qadir	Hooghly Mudrissas	ditto	...	...	...	...	{ For Proficiency in Arabic. }
Mafkharur Ruhman	ditto	ditto	...	...	...	...	ditto.
Monawar Alee	ditto	ditto	...	...	...	...	ditto.
Abdool Qadir	ditto	ditto	...	...	...	...	ditto.
Anwarool Hukh	ditto	ditto	...	...	...	...	ditto.
Moneeroollah	ditto	ditto	...	...	...	...	ditto.
Mahomed Ibrahim	ditto	ditto	...	...	...	...	ditto.

## RETURN OF JUNIOR SCHOLARSHIPS GAINED DURING THE YEAR.—(Continued.)

Names of Scholars.	School at which gained.	When gained.	Free or Stipendiary.	For how long tenable.	For Proficiency in what branch.
Abdoor Ruheem, (1st)	Hooghly Mudrissa	April 1856	{ Stipend of Rs. 8 a month }	One year	{ For Proficiency in Arabic.
Nazl Ahmad	ditto	ditto	ditto	ditto	ditto.
Abdool Hukh	ditto	ditto	ditto	ditto	ditto.
Khoorum Alee	ditto	ditto	ditto	ditto	ditto.
Gholam Akbar	ditto	ditto	ditto	ditto	ditto.
Abdool Fatah	ditto	ditto	ditto	ditto	ditto.
Asveroodeen	ditto	ditto	ditto	ditto	ditto.
Shareeatoolah	ditto	ditto	ditto	ditto	ditto.
Khoda Nawaz	ditto	ditto	ditto	ditto	ditto.
Fuzbool Hukh, (1st)	Calcutta Mudrissa	ditto	ditto	ditto	ditto.
Mahomed Muzaffur	ditto	ditto	ditto	ditto	ditto.
Ahmad Alee	ditto	ditto	ditto	ditto	ditto.
Abdoor Rawoof	ditto	ditto	ditto	ditto	ditto.
Assad Alee	ditto	ditto	ditto	ditto	ditto.
Ashraf Alee	ditto	ditto	ditto	ditto	ditto.
Abdool Hadee	ditto	ditto	ditto	ditto	ditto.
Gholam Hossain	ditto	ditto	ditto	ditto	ditto.
Abdool Qadir	ditto	ditto	ditto	ditto	ditto.
Buksh Allah	ditto	ditto	ditto	ditto	{ For Proficiency in Sanscrit.
Mohes Chunder Chatterjee...	Sanskrit College	ditto	ditto	ditto	ditto.
Brajendra Coomar Goopla...	ditto	ditto	ditto	ditto	ditto.

Nelambur Mookerjee	ditto	ditto	ditto	ditto.
Obhoychurn Chuckerbutty ...	ditto	ditto	ditto	ditto.
Sitanath Chatterjee	ditto	ditto	ditto	ditto.
Koylash Chundra Mookerjee	ditto	ditto	ditto	ditto.
Kaliprosuno Chatterjee	ditto	ditto	ditto	ditto.

LIST OF CANDIDATES WHO HAVE ATTAINED THE ENGLISH  
JUNIOR SCHOLARSHIP STANDARD BUT FOR WHOM NO  
SCHOLARSHIPS WERE AVAILABLE.

Nittegopaul Ghose .. .. .	Hindu School.
Dinnonauth Bose .. .. .	Ditto.
Khetternauth Banerjee .. .. .	Ditto.
Annund Coomar Surbadhicary ...	Ditto.
Juddonauth Ghose .. ...	Ditto.
Muttiloll Holdar ... .. .	Ditto.
Raj Chunder Ghose ... .. .	Ditto.
Nubogopaul Dutt .. ...	Ditto.
Preonauth Dutt .. ...	Ditto.
Muttiloll Mitter .. ...	Ditto.
Dwarkanauth Chatterjee ... .. .	Ditto.
Munnoololl Chatterjee ... .. .	Ditto.
Jadub Chunder Dey .. .. .	Colootolah Branch School.
Prankishen Saha .. .. .	Ditto.
Callynauth Mookerjee .. .. .	Ditto.
Behary Loll Mullick .. .. .	Ditto.
Parbutty Churn Goopt .. .. .	Ditto.
Baney Madhub Dey .. .. .	Ditto.
Narain Chunder Singh .. .. .	Ditto.
Romes Chunder Mitter .. .. .	Ditto.
Judoo Gopaul Chatterjee .. .. .	Ditto.
Grish Chunder Mitter .. .. .	Ditto.
Shama Churn Chowdry .. .. .	Ditto.
Rullnessur Chuckerbutty .. .. .	Ditto.
Bhobosokha Mookerjee .. .. .	Hooghly Collegiate School.
Shama Churn Dutt .. .. .	Ditto.
Juddoonauth Ghose .. .. .	Ditto.
Koylas Chunder Mitter .. .. .	Ditto.
Madhub Chunder Mookerjee .. .. .	Ditto.
Burroda Persaud Paulit .. .. .	Ditto.
Hurro Chunder Banerjee .. .. .	Ditto.
Omert Loll Goopta .. .. .	Dacca Collegiate School.

Georjee Coomar Dutt	.. .. .	Dacca Collegiate School.
Kally Coomar Naug	.. .. .	Ditto.
Gourhurrie Sein	.. .. .	Ditto.
Kallykinto Bose	.. .. .	Ditto.
Dwarkanauth Roy	.. .. .	Ditto.
J. L. Ollenback..	.. .. .	Patna School.
W. J. Beauchamp	.. .. .	Ditto.
Juddoonauth Roy	.. . . .	Ootterparah School.
Gopaul Chunder Roy	.. .. .	Ditto.

## REMARKS BY THE JUNIOR SCHOLARSHIP EXAMINERS.

*Remarks by Mr. R. Hand, Examiner in Literature.*

To

W. GORDON YOUNG, ESQUIRE, C. S.,

*Director of Public Instruction in Bengal.**Dated May 24th 1856.*

SIR,

THE Numerical Returns that accompany, will show you the result of the Junior Scholarship Examination in English Literature, for the last session. I hardly think it necessary to remark on the scholastic defects which the papers before me evince, inasmuch as I brought them to notice last year, in my Report to the Principal of the Presidency College on the Examination I then conducted, to which Report I beg to refer you. It might, however, be of consequence to know how far my remarks made on the Schools at the Presidency and its neighbourhood, apply to all the other Institutions, of the same *status*, and whether the labors of another year have materially improved their condition in these respects. I regret that I cannot report any extensive or radical improvement. The defects then noticed are, in general, quite as prominent this year; and they exist more or less in every School, Zillah and Collegiate, showing that they are connected with our imperfect system of instruction, and that their improvement is hopeless

without a thorough change of system. In referring you to my last Report, I need not take up your time by recapitulating what I have there stated, but I would take the liberty, earnestly to recommend that English Composition be systematically taught; and that more time and greater attention be given to the study of English as a *language*, than at present. To this end, I am of opinion that the quantity of English Literature in Prose and Poetry, assigned for the Junior Scholarship Standard, might well be considerably reduced, for, at present, the Teacher barely has time to run through the course during the session, nay, even such cursory instruction is, at times, impossible. This subject should likewise have greater attention in the lower classes. If boys are to be educated through the medium of English, it is of the greatest importance to the success of such a system of Education, that they should be thoroughly grounded in this language, instead of being taught in parrot-fashion.

I have the honor to be,

Sir,

Your most obedient Servant,

ROBERT HAND,

*Assistant Professor, Presidency College.*

*Remarks by Mr. J. K. Rogers, Examiner in Mathematics and Zoology.*

To

W. GORDON YOUNG, ESQUIRE,

*Director of Public Instruction.*

SIR,

I HAVE the honor to submit the accompanying Tabular Statement of marks obtained by the Junior Scholarship candidates in Mathematics and Zoology. Each complete set of questions has, in accordance with your instructions, been valued at 50 marks.

In Algebra the answers are, on the whole, tolerably good, but in Arithmetic they are not equally so. More attention appears to have been paid to the former subject than to the latter in some of the Mofussil Schools ; for instance, in the Bauleah School, six boys out of seven, did not work correctly any of the questions in Arithmetic, and the seventh boy did only a part of one. Though Algebra is an important branch of knowledge, and is deserving of attention, yet it should not be forgotten that to the great body of Native students, Arithmetic will prove more useful in after-life.

The answers of two-thirds of the candidates in Geometry are creditable, but those of the rest exhibit not only extreme carelessness as respects hand-writing but a great deficiency in neatness and strictness of demonstration. Two of the Dacca students neglected appending the figure of one of the propositions, while some of the Hooghly College students endeavoured to prove the 7th proposition of the 1st book of Euclid with the aid of the 19th. This loose, careless, mode of reasoning will prove very detrimental to the successful prosecution of the higher branches of the exact Sciences.

With regard to Zoology the candidates have acquitted themselves pretty satisfactorily considering that the subject is new to them and perhaps to many of their Teachers also. Hungsesser, a student of the Poerooliah School, has answered remarkably well, and some of the Cuttack, Patna, and Bauleah boys have likewise done well. The generality of the performances, however, are poor specimens of English composition, and abound with grammatical errors.

In conclusion, I beg to offer my apologies for the delay in sending in this Statement.

I have the honor to be,

Sir,

Your most obedient Servant,

J. K. ROGERS.

MUDRISSAH, }  
23rd May 1856. }

**RESULT OF THE FINAL OR DIPLOMA EXAMINATION OF  
STUDENTS OF THE PRESIDENCY COLLEGE, LAW DEPART-  
MENT 1855-56.**

NAMES.	LAW, Maximum 100 Marks.		Total.	Award made.
	Jurispru- dence.	Law Pro- per.		
Beneemadhub Banerjee..	47-50	47-50	95	Recommended for Medal in Law.
Mohendrolall Shome ...	42-50	44	86-50	
Radhagobindh Dass ...	41-50	40	81-50	
Taraknauth Sein ... ..	45	36-50	81-50	Passed for Di- plomas.
Rajendronauth Mitter ...	37	38-50	75-50	
Kaliprosounno Dutt ...	42-50	32-50	75	
Dinnonauth Mitter ...	26	23-50	49-50	
Ramnauth Bose ... ..	23	23-50	46-50	

*N. B.*—The Examiners were Messrs. Charles and Edward Trevor, of the Civil Service.

**WM. GORDON YOUNG,**  
*Director, Public Instruction.*

**REPORT OF THE EXAMINATION OF STUDENTS OF THE  
ENGLISH CLASS MEDICAL COLLEGE.**

To

**W. G. YOUNG, ESQUIRE,**  
*Director of Public Instruction.*

SIR,

I HAVE the honor to submit a list\* of the students of the English Class who have this year passed the prescribed final Examination, classified according to my estimate of their acquirements.

In this list, I have not included Messrs. Harris and Fitzgerald who have obtained Diplomas after having passed their Examina-

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\* This list has been incorporated in the succeeding Table.



tions with great credit, and who have since proceeded to England to compete for Assistant Surgeoncies, in the Indian Medical Service.

I have satisfaction in stating that, the written papers of the present season are, taken together, according to my judgment and experience, superior to those of previous years. Mr. Fitzgerald's are the best, not only in correctness of style, but in knowledge and condensation of the several subjects. Out of the names included in the accompanying list, I think that Juggoo Bundoo Bhose has written the best, and if the practice of publishing the most approved of these Essays is to be renewed, I beg to suggest, that his paper on Dysentery be printed. It will be found to display much knowledge of the subject with originality of thought and expression, while as is true of most of these papers, the composition is very incorrect, but it must be remembered that, to most of these young men, English is a foreign, as well as a difficult language.

The papers of Roychunder Dutt, on Midwifery, and of Mocoond Lall, on Surgery, seem to me deserving of praise. I may take this opportunity of mentioning that, in the two past years, it has been, I know, a source of great disappointment to those who have written the best papers to find that there has been no published report, in which they would have been included.

During the past season, the Examinations have been conducted in the same detail as last year, with the exception that the students have not in the Clinical ordeal, been put in charge of patients. The accommodation last year allotted for this purpose, was quite unfit, and it became necessary to revert to the practice of making the students examine cases sent up from among the out-door patients. Each student had cases given to him for diagnosis until we had satisfied ourselves of his knowledge. He was to explain the nature of the disease, to suggest a plan of treatment, and to write out the necessary prescriptions. In the result of this practical test, there is, it seems to me, satisfactory evidence of the great opportunities enjoyed in this Medical School for acquiring bed-side knowledge. No student has failed to satisfy myself and the Assessors in this part of his Examination. Carefully instructed

in theory and principles, and having ample opportunity of applying, or of seeing applied, such knowledge to practice, the result might be anticipated.

As it is in contemplation to change the present system of granting Medical Degrees, it may not be out of place to append to this Report a brief outline of the manner in which the final Examinations are at present conducted at the Medical College, and it may be observed, in addition, that the students are publicly examined in each year of their study and after three years have to pass for what is called the Junior Diploma, before they are permitted to come up for the final Examination.

The perusal of the appended document will, I believe, show that the anticipated changes have not been demanded by any defect in the present plan of Examination, but by the necessity to make it accord with the general Scheme of the new University. As one having no direct connexion with the Medical College, but who has had a good opportunity of judging of the result of one part of its system of education, I hope I may be permitted to say, after an experience of three years, that there is to my mind the strongest evidence not only to show that each branch of the profession is taught up to the present standard, but that besides this, there is manifest proof of pains-taking trouble to convey knowledge on the part of the Professors. If we take into consideration the defective knowledge of English possessed by the students, and the general standard of their rudimentary education, it must, I think, be looked upon as a highly satisfactory result that, so few of them fail to pass this final, and as it may fairly be considered, sifting Examination.

I have the honor to be,

Sir,

Your obedient Servant,

K. MACKINNON, M. D.,

*Government Examiner.*

CALCUTTA, }  
April 10th, 1856. }

## PLAN OF THE FINAL EXAMINATION OF THE CALCUTTA MEDICAL COLLEGE.

*1st.*—On the two first days, nine hours are allowed for writing on subjects in Medicine, Surgery, and Midwifery ; no reference to books is permitted.

*2nd.*—Operations in Surgery and Surgical Dissections in presence of the Professors of Surgery, Assessors, and Government Examiner.

*3rd.*—Oral Examinations in Medicine, Surgery, Diseases of the Eye, Midwifery, and Medical Jurisprudence. All the Professors in the above branches are present and examine on their own subjects in the presence of Assessors, and the Government Examiner, who also put questions when they think it necessary.

*4th.*—Chemical Examinations in the hospital cases diagnosed and prescribed for minor operations in Surgery ; application of bandages, splints, &c. Practical exploration of chest, abdomen, &c., with reference to position of organs, and the signs of disease.

*5th.*—A *post mortem* examination performed by each candidate, with a written description of the appearances after death.

K. MACKINNON, M. D.,

*Government Examiner.*

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RETURN OF STUDENTS OF THE MEDICAL COLLEGE WHO HAVE OBTAINED DIPLOMAS DURING  
THE YEAR 1855-56.

English Class.	Student Apprentice Class.	Bengali Class.	Military or Hindustani Class.
E. Harris	E. G. Collins	Peary Loll Sen	Bhyrpersaud Pautuk
G. A. Fitzgerald	D. G. McCulloch	Khetter Mohun Dutt	Munrakhun Persaud
Juggoo Bundoo Bose,	W. Devery	Umorenath Mookerjee	Sewpersaud
Roy Chunder Dutt	J. Bailey	Necoor Chunder Ghosaul	Meer Abdool Allee
Soorjee Coomar Surbodhicary		Issen Chunder Bhuttacharjee	Meer Kadhur Allee
Mooson Lall		Joygopal Chowdry	Mahomed Bukh
Chundernath Mookerjee		Nobin Chunder Nundy	Ram Narain Panday
Opoorba Kista Goopto		Ram Chunder Goopta	Shaik Foyz Mahomed
Juddoonath Bose		Chunder Mohun Gangooly	Shaik Rouf Ahmed
Khettr Mohun Ghose		Poran Chunder Mondul	Kalkapersaud Panday
		Kony Lall Mitter	Shaik Keramuth Allee
		Doorga Churn Goopta	Madhonarain Chowbay
		Nobin Chunder Banerjee	Ram Lall Sing
		Chundernath Chatterjee	Oomur Khan
		Nundo Loll Banerjee	Mohun Loll
		Kony Loll Boy	Shaik Abdoolia

Hirra Loll Bose	Shaik Ameer Allee
Sristidhur Ghose	Shaik Mahomed Hosein
Prosunno Coomar Sen	Nunkoo Sing
Jumadar Bises	Shaik Sabur Allee
	Mahomed Runzan Allee
	Mahomed Eshauk
	Shaik Abdool Rohim
	Shaik Hydur Bukah
	Deedur Buksh.
	Shaik Runzan Allee
	Sewdut Josee
	Abdool Waseh
	Dnlee Oodeen, (Assamese)
	Meer Amanuth Allee
	Shaik Nooroodeen
	Shaik Morad Allee

RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION IN  
THE EDUCATION DEPARTMENT.

Names of passed Candidates.	When and where examined.	Where educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	Remarks.
Mr. S. C. Arraboon .. {	Examined in June 1855, in Calcutta {	Not known {	3d Grade under the old Rules {	Any situation of which the salary is not above Rupees 150.	Appointed 4th Master, Run-aspuglah School.
Rajendro Mullick ..	Ditto ditto	Hooghly College	3rd ditto	Ditto	
Jugutchunder Banerjee ..	Ditto ditto	Hindu Branch School	4th ditto {	Any situation of which the salary is not above Rupees 50.	Appointed 7th Master, Howrah School, and subsequently to the 2nd Teachership, Pooree School.
Kedarnauth Bose ..	Ditto ditto	Presidency College	4th ditto	Ditto	
Sib Chunder Roy ..	Ditto ditto	Hooghly College	4th ditto	Ditto	Appointed 8th Master, Ootpara School, and subsequently promoted to the 5th Mastership of ditto.
Sreenath Bose ..	Ditto Aug. 1855	Hindu College	3rd ditto {	Any situation of which the salary is not above Rupees 100	Was employed as 5th Master, Junior Department, Hindu School, at the time he passed the Teachership Examination.
Bromomobun Mullick ..	Ditto ditto	Presidency College	3rd ditto	Ditto	Appointed Sub-Inspector of Schools under Mr. Pratt in the District of Bancoorah.
Nilmoney Sen ..	Ditto ditto {	Jornarain's ditto {	3rd ditto	Ditto.	Appointed Head Master, Sumbulpore School.
Angorechunder Mookerjee	Ditto ditto	Hooghly College	3rd ditto	Ditto	Appointed Head Master, Jonoye Training School.
Nikhunder Banerjee ..	Ditto ditto	Ditto	3rd ditto	Ditto	

Names	Examined in Aug. 1855, in Calcutta	Hooghly College	4th Grade	Any situation of which the salary is not above Rupees 50.	Remarks
Onesahunder Ghose					
Kirty Chunder Banerjee	Ditto ditto	Ditto	4th ditto	Ditto.	Appointed 4th Master of the Balasore School.
Ram Chunder Das	Ditto ditto	Ditto	4th ditto	Ditto.	
Rusnick Loll Dutt	Ditto ditto	Ditto	4th ditto	Ditto.	Appointed 3rd Master, Chittagong School.
Biprodose Banerjee	Ditto ditto	Baraset School	4th ditto	Ditto.	Appointed 2nd Master, Akyab School.
Cally Podoo Gosain	Ditto ditto	Ditto	4th ditto	Ditto.	
Kanty Chunder Chatterjee	Ditto ditto	Ditto	4th ditto	Ditto.	
Mr. S. George	Ditto Sept. 1855	Normal School	3rd ditto	Any situation of which the salary is not above Rupees 150.	
Alfred Tydd	Deco, Nov. 1855	Deco College	4th ditto	Any situation of which the salary is not above Rupees 50.	
Anund Mohun Bose	Ditto ditto	Ditto	4th ditto	Ditto.	Appointed 8th Master, Junior Department, Deco College
Manuel Dias	Ditto ditto	Ditto	4th ditto	Ditto.	
Iseem Chunder Naug	Ditto ditto	Ditto	4th ditto	Ditto.	
Kallykant Ghose	Ditto ditto	Burrisaul School	4th ditto	Ditto.	
Muddunmohun Roy	Ditto ditto	Deco College	4th ditto	Ditto.	Appointed 3rd Master, Noakali School.
Boloye Chand Bysack	Ditto ditto	Ditto ditto	4th ditto	Ditto.	
Bihassor Ghose	Ditto ditto	Jornarin's ditto, at Benares	4th ditto	Ditto.	
Kedaresur Roy	Ditto ditto	Deco College	4th ditto	Ditto.	
William Carlos	Examined in Feb. 1856, in Calcutta	Ditto	2nd under the new Rules,	Any situation of which the salary is not above Rupees 150	Appointed 2nd Master, Chittagong School.
Takoordees Rukhtit	Ditto March 1856	Hooghly College	2nd ditto	Ditto.	
Barnachurn Chowdry	Ditto ditto	Kialnagpur College	2nd ditto	Ditto	Was 6th Master of Junior School Department Kialnagpur College at the time he was examined.
Ishan Chunder Mitter	Ditto ditto	Hooghly College	2nd ditto	Ditto	
Jodonsauth Ghose	Ditto ditto	Hinda College	2nd ditto	Ditto	
Cunnillol Shome	Ditto ditto	Hooghly College	3rd ditto	Any situation of which the salary is not above Rupees 50.	
Dwarkanauth Sein	Ditto ditto	Presidency College	3rd ditto	Ditto.	
Peary Mohun Dutt	Ditto ditto	Hooghly College	3rd ditto	Ditto.	

RETURN OF CANDIDATES PASSED DURING THE YEAR FOR EMPLOYMENT OR PROMOTION IN  
THE EDUCATION DEPARTMENT.—(Continued.)

Names of passed Candidates.	When and where examined.	Where educated.	Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	Remarks.
Woomeah Chunder Banerjee ..	Examined in March 1856, in Calcutta.	Presidency College.	2nd under the new Rules.	Any situation of which the salary is not above Rupees 150.	Was 12th Master, Colootollah Branch School, at the time he was examined.
Koonjoobeharee Paul ..	Ditto ditto	Hindu College	3rd ditto	Any situation of which the salary is not above Rupees 50.	Was 3rd Teacher, Ootterparah School, at the time he passed the Teachership Examination.
Dwarkanauth Bhutacharjee ..	Ditto ditto	Presidency College	2nd ditto	Any situation of which the salary is not above Rupees 150.	Was 16th Teacher, Colootollah Branch School, at the time he passed the Teachership Examination.
Dinononauth Mookerjee ..	Ditto ditto	Baraset School	3rd ditto	Any situation of which the salary is not above Rupees 50.	Appointed 3rd Master, Colootollah School.
Dwarkanauth Banerjee ..	Ditto ditto	Ditto ditto	3rd ditto	Ditto.	Appointed 6th Master, Ootterparah School.
Grees Chunder Chatterjee ..	Ditto ditto	Ditto ditto	3rd ditto	Ditto.	Appointed 4th Master, Midnapore School.
Sreenauth Dutt ..	Ditto ditto	General Assembly's Institution.	3rd ditto	Ditto.	Appointed 8th Master, Junior Department, Berhampore College.
Mohendernauth Mookerjee ..	Ditto ditto	Hooghly College	3rd ditto	Ditto.	
Mohendernauth Dutt ..	Ditto ditto	Hindu Metropolitan College	3rd ditto	Ditto.	
Hurriauth Ghose ..	Ditto ditto	Oriental Seminary	3rd ditto	Ditto.	
James Francis Thomson ..	Ditto ditto	Hooghly College	2nd ditto	Any situation of which the salary is not above Rupees 150.	
Rusicklall Bose ..	Ditto ditto	Ditto ditto	2nd ditto	Ditto.	
Hulodhur Bose ..	Ditto ditto	Metropolitan College	3rd ditto	Any situation of which the salary is not above Rupees 50.	



Prosono Coomar Gopta	Examiné in March 1856, in Calcutta	Colcotollah Branch School	3rd Grade under the new Rules	Any situation of which the salary is not above Rupees 50.	Appointed 7th Master, Howrah School.
Nobin Chunder Mitter	Ditto	Chinsurah Free School	3rd ditto	Ditto.	
Tarapersaud Bannerjee	Ditto	Free Church Instn.	3rd ditto	Ditto	
Kalliprosomo Mookerjee	Ditto	Hooghly College	3rd ditto	Ditto.	
Poorno Chunder Shome	Ditto	Ditto ditto	2nd ditto	Any situation of which the salary is not above Rupees 150.	Appointed 7th Master, Ooderparah School.
Samachurn Ghose	Ditto	Ditto ditto	2nd ditto	Ditto.	
Calidoss Mookerjee	Ditto	Ditto ditto	2nd ditto	Ditto.	
Kylas Chunder Ghose	Ditto	Ditto ditto	2nd ditto	Ditto.	
Kedernauth Dut	Ditto	Hooghly College	2nd ditto	Ditto.	
Esen Chunder Sein	Ditto	Decca College	3rd ditto	Any situation of which the salary is not above Rupees 50.	
Bholanauth Paul	Ditto	Presidency College	2nd ditto	Any situation of which the salary is not above Rupees 150.	

# Questions set at the Final or Honor Examination

OF

ENGLISH COLLEGES, 1855-56.

## Literature.—No. 1.

### KING LEAR.

LEAR. What fifty of my followers *at a clap*<sup>a</sup> !  
Within a fortnight ?

ALBANY. What's the matter, Sir ?

LEAR. I'll tell thee; Life and Death ! I am ashamed  
That thou hast power to shake my manhood thus :  
That these hot tears which break from me perforce,  
*Should make thee worth them*<sup>b</sup>. Blasts and fogs upon thee !  
The *untented woundings*<sup>c</sup> of a father's curse  
Pierce every sense about thee ! Old fond eyes,  
Beweep this cause again, I'll pluck you out ;  
And cast you with the waters that you lose  
To temper clay. *Ha ! is it come to this*<sup>d</sup> ?  
*Let it be so*<sup>e</sup> : Yet have I left a daughter,  
Who, I am sure, is kind and *comfortable*<sup>f</sup> ;  
When she shall hear this of thee, with her nails  
She'll flay thy wolfish visage. Thou shalt find  
That I'll resume the shape which thou dost think  
I have cast off for ever ; thou shalt, I warrant thee.

*Exeunt Lear, Kent, and attendants.*

GONERIL. *Do you mark that*<sup>g</sup> my Lord ?

ALBANY. *I cannot be so partial, Goneril,  
To the great love I bear you<sup>h</sup> ———*

GEN. *Pray you content<sup>i</sup>.*—What Oswald, ho!  
You, Sir, more knave than fool, after your master.  
[*To the Fool.*

1. Explain the passages in italics. Albany's speech is cut short by Goneril. What may the reader suppose would have been the purport of Albany's speech if it had not been interrupted?

KENT. Where's the King?

GENT. Contending with the fretful element:  
Bids the wind blow the earth into the sea,  
Or swell the curled waters above *the main*,  
That things may change or cease: tears his white hair<sup>j</sup>;  
Which the impetuous blasts, *with eyeless rage<sup>k</sup>*,  
Catch in their fury *and make nothing of<sup>l</sup>*:  
Strives *in his little world of man<sup>m</sup>* to out-scorn  
The to-and-fro-conflicting wind and rain.

[*Gloster leaps and falls, imagining that he has leaped down  
the Great Cliff at Dover.*]

EDGAR. Gone Sir? farewell—  
And yet I know not how conceit may rob,  
The treasury of life, *when life itself*  
*Yields to the theft<sup>n</sup>*: Had he been where he thought  
By this had thought been past.

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EDGAR. Therefore, thou happy father,  
Think that the *dearest<sup>o</sup>* Gods, *who make them honours*  
*Of men's impossibilities<sup>p</sup>*, have preserved thee.

2. Explain the passages in italics.

## LEAR'S DYING WORDS.

LEAR. *And my poor fool is hanged!* No, no, no life:  
 Why should a dog, a horse, a rat have life,  
 And thou no breath at all. O, thou wilt come no more,  
 Never, never, never, never, never. !—  
 Pray you undo this button: Thank, you, Sir,  
 Do you see this? Look on her,—look,—her lips,—  
 Look there, look there!—

3. "*And my poor fool is hanged.*" Sir Joshua Reynolds contends that Lear here alludes not to his daughter but to the fool. "Poor fool and knave," says Lear, in the midst of the thunder-storm, "I have one part in my heart that's sorry yet for thee." The "words *No, no, no, life,*" Sir Joshua supposes were spoken not tenderly, but with passion, and meant: Let nothing now live;—let there be universal destruction; why should a dog," &c., &c., &c. Other commentators think that "*poor fool*" was in Shakespeare's time an expression of tenderness, implying helpless simplicity or innocence in the person loved and pitied. The student is required to give his own version of the whole passage; and to justify his preference of the meaning he attaches to the words—*And my poor fool is hanged.*

4. What are the most obvious excellencies and defects in the character of the king (Lear)?

## A MIDSUMMER NIGHT'S DREAM.

OBERON. About the woods go swifter than the wind,  
 And Helena of Athens look thou find:  
 All *fancy-sick* she is, and *pale of cheer*,  
 With sighs of love, *that cost the fresh blood dear*.  
 THESEUS. I will hear that play;  
 For never any thing can be amiss  
 When simpleness and duty tender it—

Go bring them in : and take your places, ladies.

HIPPOLYTA. I love not to see *wretchedness o'ercharged,*  
*And duty in his service perishing*.\*

THESEUS. Why, gentle sweet, you shall see no such thing.

HIPPOLYTA. He says he can do nothing in this kind.

THESEUS. The kinder we, to give them thanks for nothing.

Our sport shall be, *to take what they mistake* ;

And what poor duty cannot do.

*Noble respect* takes it in *might* not *merit*.\*

5. Explain the passages in italics.

### WORDSWORTH.

Know, virtue were not virtue, if the joys

Of sense were able to return as fast

And surely as they vanish.—Earth destroys

Those raptures duly—Erebus disdains :

Calm pleasures there abide—majestic pains.

*Laodamia.*

6. Paraphrase the above.

Some time and trouble may be saved to the student, if he will number and letter his answers, correspondently with the numbers and letters affixed to the questions and the passages in italics. He will not then be obliged to copy out the questions and passages.

### Literature.—No. 2.

#### ADVANCEMENT OF LEARNING.

And for meanness of employment, that which is most *traduced to contempt*<sup>a</sup> is that the government of youth is commonly allotted to them ; *which age, because it is the age of least authority, it is transferred to the disesteeming*<sup>b</sup> of those employments *wherein youth is conversant*<sup>c</sup> and which are *conversant about youth*<sup>d</sup>. But how

unjust this traducement is (if you will reduce things from popularity of opinion to measure of reason) may appear in that, we see men are more curious what they put into a new vessel than into a vessel seasoned; and what mould they lay about a young plant than about *a plant corroborate*; so as the weakest terms and times of all things use to have the best applications and helps. And will you hearken to the Hebrew Rabbins? "Your young men shall see visions, and your old men shall dream dreams;" say the youth is the worthier age, for that *visions are nearer apparitions of God than dreams*. And let it be noted, that however the condition of the life of pedants hath been scorned upon theatres, as *the ape of tyranny*<sup>h</sup>; and that the modern looseness or negligence hath taken no due regard to the choice of schoolmasters and tutors; yet the ancient wisdom of the best times did always make a just complaint, that states were too busy with their laws, and too negligent in point of education.

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Notwithstanding, certain it is that if those schoolmen, to their great thirst of truth and unwearied *travail*, of wit, had joined variety and universality of reading and contemplation, they had proved excellent lights, to the great advancement of all learning and knowledge; but as they are, they are great *undertakers*; indeed, and *fierce with dark keeping*<sup>k</sup>.

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1. Give the precise meaning of the words and parts of sentences printed in italics.

2. Bacon in his *Advancement of Learning* notices three "varieties in studies"—"fantastical learning," "contentious learning," and delicate learning;"—what has Bacon said upon these three subjects?

3. Characterize the style of Bacon, and explain the causes or causes of its occasional obscurity.

## BURKE AND HUME.

4. What is *beauty* according to the theory of Burke ?
5. Mention some of the sources of the *sublime* that are described by the same writer.
6. What does Hume say of *beauty* in his Essay on the standard of Taste ?
7. If you are acquainted with any other theories of beauty give some account of them, and say to which you give the preference, and why ?
8. In his Essay on "Simplicity and Refinement in Writing." Hume observes that extremes both of simplicity and refinement are to be avoided, but that one extreme is more dangerous than the other. Which of the two extremes does he describe as "the more dangerous." What are the reasons on which he grounds his decision ?

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### Mental Philosophy.

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## ABERCROMBIE AND STEWART.

1. What kind of knowledge have we of cause and effect : whence is it derived and into what classes may causes be divided ?
2. What grounds have we for believing that the soul is in its nature independent of the body ?
3. Distinguish between sensation and perception. Define them : and show their special functions.
4. What are the various operations attributed by Mr. Stewart to the faculty of Imagination ; wherein does it differ from Conception ? What is its real work ?

5. What, according to Dr. Abercrombie, are the first truths upon which reason acts: show which of them do not deserve that title.

6. Define dreaming and insanity. Compare them. Show what circumstances determine the various forms which they take.

7. What does Dr. Abercrombie describe as the character and acquirements of a well-regulated mind?

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## Moral Philosophy.

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### ABERCROMBIE.

1. What are *first truths* in morals, according to Dr. Abercrombie?

2. Describe the various classes of *Desires*.

3. Enumerate the *Affections*; and show the various applications of Justice and Benevolence.

4. Distinguish between self-love and selfishness: show the important ends about which the former is legitimately employed.

5. Describe the Will: with the various moral causes by which it is influenced. What course of action is required in order to secure uniformity in its operations?

6. What circumstances prove the existence of conscience: by what process is its regulating power lost?

7. Describe the moral systems of Mandeville, Paley, and Adam Smith. What is Dr. Abercrombie's view of the real origin of Virtue?

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## Chemistry.

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1. Enumerate the six systems under which substances crystallize. To what extent does a measurement of the angles of a crystal of any substance enable us to judge of the nature of the substance?



2. What is latent heat? Explain how the latent heat of steam may be detected and estimated.

3. Mention instances of the chemical action of solar light. To what use is this action now turned in photography?

4. What are the different properties of different parts of the flame made by the blow-pipe?

5. What is the atomic theory? By whom was it first propounded?

6. How were the following defects or causes of weak action in the galvanic battery remedied?

a. The accumulation of oxide of zinc on the negative plate.

b. The precipitation on the positive plate of the salt held in solution in the liquid.

c. The adhesion of bubbles of hydrogen to the positive plate.

d. The consumption of the zinc by local action, and at times when the battery was not in work.

7. What is the composition of water? Mention one or more of the experiments which prove the fact.

How is the combustion of water, or rather of its components used to produce the most intense heat and light?

8. What are the recent discoveries with respect to ozone?

9. Of what gases is the atmosphere formed, and in what proportion? What are the components of nitric acid, and how may it be made?

10. What is the "ammonium theory" of Berzelius, and by what chemical experiments is it supported?

11. What is muriatic acid?

12. In what way is the sulphuric acid of commerce usually made? Describe the theory of the production of sulphuric acid as it is at present received.

13. In what forms is carbon found, what are the principal gases found with carbon and hydrogen?

14. What is cyanogen? Why is it called a compound radical?

What is Prussic acid, and how may it be recognized? What are the best antidotes for Prussic acid?

15. Of what are boxes commonly called tin boxes made? Why are they called tin boxes?

16. Mention one or more tests by which the presence of arsenic may be detected.

17. What are calomel and corrosive sublimate?

What is the proper antidote for the latter?

18. What is the composition of starch? Mention some circumstances under which starch is susceptible of conversion into certain modifications of gum and sugar.

19. Human blood consists of serum and globules. What is the proportion of each?

What is the appearance of the globules as seen under a microscope?

To what is the colouring matter of the blood principally due?

What is the general analysis of the blood?

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## Physical Geography.

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Trace the course of the Gulf Stream, how does it affect the temperature of Great Britain?

In what length of time will a drop of water complete its circuit in the Stream?

2. The Caspian Sea receives continually the waters of the Volga, but so far from increasing in extent, it is absolutely diminishing. Explain the causes of the phenomenon.

3. Explain the cause of the Trade Winds.

4. Investigate the cause of dew.

5. How many inches of rain fall on the average in a year at London, Calcutta, Darjeeling, and Cherrapoonjee? Compare the number of rainy days at these places.

6. What are glaciers ? At what rates do they move ? How are the moraines on their surfaces caused ? What peculiar marks on the solid immoveable rocks do the glaciers leave behind them ? What particular interest is attached in geology to these marks ?

7. What are the physical causes which determine the climate of a country ?

8. What is meant by the dip, and by the variation of the magnet ?

What is now the variation at Calcutta and at London ?

Where are the magnetic poles of the Earth ? In order to produce magnetic effects, in what direction must we suppose electrical currents to circulate round the world ?

9. How many distinct species of plants are now known ?

Into what three great classes are they divided according to their structure ?

10. What are the divisions of the animal kingdom now adopted ?

11. What is Blumenbach's classification of mankind ? What nations belong to each type ?

12. Trace on a Map

The heat Equator,

The winter barrier of ice in the North Atlantic Ocean,

The principal tidal lines for every three hours,

The northern limit of trees,

The limits of the cultivation of rice,

The habitat of the elephant and lion,

The usual course of ships in leaving England for Calcutta in the autumn, and returning in the spring.

## Logic.

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### WHATELEY'S EASY LESSONS.

1. Show that in all reasoning the same kind of process is carried on, and describe it.
2. Define the following terms. Figure, mood ; term, major, minor, middle ; subject, predicate, contradictory, contrary ; distribution, non-distribution ; and conversion.
3. State clearly the rules which must be fulfilled in correct syllogisms.
4. What are the rules for determining the validity of hypothetical syllogisms, of both kinds ?
5. Describe the Dilemma and the Sorites, and give an example of each.
6. Describe the chief fallacies with examples.
7. Why did all mental and mortal science advance so little during the many centuries of the middle ages ?

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## Astronomy.

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### S C H E D L E R.

1. Give definitions of the Ecliptic, Meridian, Equator and Solstitial colure : and explain how the position of a heavenly body is determined (1) by declination and right ascension, (2) by latitude and longitude.
2. Describe generally the apparent motions of the fixed stars and sun : and show that the nature of the earth's motion accounts satisfactorily for these appearances.
3. What is the inclination of the earth's axis to the plane of the ecliptic ? What phenomena would be produced if the earth's axis were perpendicular or parallel to the plane of the ecliptic ?
4. On what evidence do we conclude that the distance of the fixed stars is very great ?

5. Account for the changes in the moon's phases. Show that the full moon remains above the horizon of a place during the whole night nearly.
6. Explain the causes of Lunar and Solar eclipses.
7. The motion of an inferior planet is first *direct* or from West to East : then *retrograde* or from East to West : between these two it is for a short time *stationary*. Explain this.
8. State what you know of the planets Jupiter and Saturn.

### Questions set at the Examination

FOR

SENIOR OR COLLEGE SCHOLARSHIPS, 1855-56.

### Literature.—No. 1.

#### BACON'S ESSAYS.

A judge ought to prepare his way to a just sentence by raising valleys and taking down hills ; so when there appeareth on either side a *high hand*<sup>a</sup>, violent prosecution, cunning advantages taken, combination, power, *great counsel*<sup>b</sup>, then is the virtue of a judge seen to make inequality equal : that he may plant his judgment upon an even ground. “ Qui fortiter emungit, elicit sanguinem ;” and where the wine-press is hard-wrought it yields a harsh wine, that tastes of the grapestone. Judges must beware of *hard constructions*<sup>c</sup>, and *strained inferences*<sup>d</sup> ; for *there is no worse torture than the torture of laws*<sup>e</sup> ; especially in case of laws penal, they ought to have care, that *that which was meant for terror, be not turned into rigour*<sup>f</sup> ; and that they bring not upon the people that shower whereof the Scripture speaketh. Pluet super eos laqueos ; for penal laws *pressed*<sup>g</sup>, are a *shower of snarer*<sup>h</sup> upon the people : therefore let penal laws, if they have been *sleepers of long*<sup>i</sup>, or if they be grown unfit for the present time, be by wise judges *confined in the execution*<sup>j</sup>.

Judicis officium est, ut res, ita tempora rerum, &c. In causes of life and death, judges ought (as far as the law permitteth) to cast a severe eye upon the example<sup>k</sup>, but a merciful eye upon the person<sup>l</sup>.

Surely every medicine is an innovation, and he that will not apply new remedies must expect new evils; for time is the greatest innovator: and if time of course<sup>m</sup> alter all things to the worse, and wisdom and counsel shall not alter them to the better, what shall be the end? It is true, that, what is settled by custom, though it be not good, yet at least it is fit<sup>n</sup>; and those things, which have long gone together, are as it were confederate within themselves<sup>o</sup> whereas new things piece not so well, but though they help by their utility, yet they trouble by their inconformity<sup>p</sup>.

1. Explain the passages and words in Italics.

### PARADISE LOST.

Nine times the space that measures day and night  
 To mortal men, he with his horrid crew  
 Lay vanquished, rolling in the fiery gulf  
*Confounded*, though immortal: But his doom  
 Reserved him to more wrath; for now the thought  
 Both of lost happiness and lasting pain  
 Torments him; round he throws his *baleful* eyes  
 That witnessed huge affliction and dismay,  
 Mixed with obdurate pride and stedfast hate;  
 At once, as far as *angels ken*<sup>s</sup>, he views  
 The dismal situation waste and wild;  
 A dungeon, horrible on all sides round,  
 As one great furnace; flamed; yet from those flames  
*No light, but rather darkness visible*<sup>t</sup>  
 Served only to discover sights of woe,  
 Regions of sorrow, doleful shades, where peace  
 And rest can never dwell; hope never comes  
 That comes to all, but torture without end.

Still *urges*, and a fiery deluge, fed  
With ever burning sulphur unconsumed.

2. Explain the words and lines in italics.

In some copies of Milton's *Paradise Lost* *ken* appears as a noun, "*as angels' ken*," and in others as a verb, *as angels ken*. Give the meaning of the noun, and that of the verb also.

Thus incorporeal Spirits to smallest forms  
Reduced their shapes immense, *and were at large*;  
Though without number still, amidst the hall  
Of that infernal court. But far within,  
*And in their own dimensions, like themselves*,  
The great Seraphic Lords and Cherubim  
In *close recess*<sup>u</sup> *secret conclave*<sup>x</sup> sat ;  
A thousand Demi-Gods on golden seats,  
*Frequent and full* ;

8. Explain the passages in italics.  
4. What are Addison's remarks on these lines ?

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## Literature.—No. 2.

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### ABSALOM AND ACHITOPHEL.

The inhabitants of old Jerusalem  
Were Jebusites, the town so called from them ;  
And theirs the native right—  
But when the chosen people grew more strong,  
The rightful cause at length became the wrong,  
And every loss the men of Jebus bore  
They still were thought God's enemies the more.

1. Explain these lines fully. Put aside the allegory, and give the actual meaning.

Some truth there was but *dashed* <sup>a</sup> and *browed* <sup>b</sup> with lies.

2. To what does this line refer? give the exact meaning of the two words in italics.

His hand a *vare* of justice <sup>c</sup> did uphold,

His neck was loaded with a chain of gold.

3. What is a *vare* of justice? Give the feigned and real names of the party alluded to. What office did he hold?

And Amnon's <sup>d</sup> murder by a specious name

Was called a just revenge for injured fame.

4. Who was meant by Amnon? The person alluded to was not actually murdered. What was the nature of the injury here called a murder?

They who when *Saul* <sup>e</sup> was dead, without a blow

Made foolish *Ishobeth* <sup>f</sup> the crown forego.

5. Who are alluded to under the names of Saul and Ishobeth?

6. Give a brief account of the persons represented under the names of Absalom, Achitophel, Zimri, and Corah.

7. At whose suggestion was this satire written? and for what purpose was it written?

8. Characterize Dryden's versification?

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### SOUTHEY'S JOAN OF ARC.

I remember as her bier

Went to the grave, a lark sprang up aloft,

And soared amidst the sunshine, carolling

So full of joy, that to the mourner's ear

More mournfully than dirge or passing bell,

His joyful carol came, and made us feel

That in the multitude of beings, none

But man was wretched.

9. Why was the note of the lark, (*so full of joy*), a more melancholy sound than a funeral bell?



## JOHNSON'S RASSELAS.

He (the poet) must divest himself of the prejudices of his age or country ; he must consider right and wrong *in their abstracted and invariable state* ; he must disregard present laws and opinions, and rise to *general and transcendental truths*,<sup>h</sup> which will always be the same.

10. Explain the parts italicized.

11. What is the moral to be deduced from the story of Rasselas ?

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## Roman History to the Death of Augustus.

1. Who was Servius Tullius, and what important changes did he make in the early Roman Constitution ?

2. Mention in their proper order other important changes which were made at subsequent periods till Augustus acquired sole power.

3. Draw a map of Italy ; show the different provinces and tribes which it contained ; and state what important war arose at a late period out of this difference of race.

4. Give a brief sketch of the second Punic War : show that the Wars with Carthage were inevitable.

5. What was the effect upon Rome of the Conquest of Greece, who effected it, and how ?

6. Describe accurately the Licinian Rogations ; what long course of evils were they intended to cure ?

7. Describe Pompey's Campaign in the East.

8. What were the distinguishing features in the character of the Roman people ; what progress did they make in Literature and Arts ?

## History of England to James I.

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1. What are the various elements of which the population of England is composed : and under what circumstances were they introduced ?
2. Describe the Norman Conquest of England : and show both its primary and its ultimate effects ?
3. What was the origin of Parliament : state the object of the Great Charter ; and enumerate its provisions.
4. Enumerate and describe the various attempts made by the English to conquer France : and show that their failure was a great benefit to England.
5. Describe the character and reign of Queen Elizabeth.
6. Who were the principal statesmen that flourished during the six hundred years between these Kings ?
7. What caused the Reformation in England : state the Articles in which it was embodied, and the mode in which they were carried out.

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## Mechanics.

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1. Two given forces act at a point : if the angle between their directions be increased, the magnitude of their resultant will be diminished and *vice versa*.
2. Three given forces cannot be made to balance each other by any arrangement of their directions, if the sum of any two be less than the third.
3. Describe the common steel-yard and the method of graduating it.
4. In that system of pulleys where the string which passes round any pulley is attached at one end of it to the weight and at the other end to the next pulley find the relation between P and W.
5. Show that the principle of virtual velocities hold in the inclined plane.

6. A square is divided into four equal triangles by drawing its diagonals: if one triangle be removed, find the centre of gravity of the figure formed by the three remaining triangles.

7. How is force measured in dynamics?

If 32 be the measure of a force when a second and a foot are taken as units of time and space, what is the measure when a minute and a yard are taken as units.

8. Prove the formula  $S = \frac{1}{2} ft^2$

9. Determine the path of a body projected in a given direction with a given velocity under the action of gravity.

10. A ball whose elasticity is  $\frac{1}{2}$  projected from the floor of a room 12 feet high, strikes the ceiling and floor and just rises to the ceiling again: find the velocity of projection.

11. Find the length of a pendulum which oscillates 90 times in a minute—the length of a second's pendulum being 39.14 inches.

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## Conic Sections.

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1. If a right cone is cut by a plane parallel to a line in its surface, the section is a parabola.

2. The normal at any point of a parabola bisects the angle between the focal distance and the diameter at the point.

If from  $P$  in the parabola whose focus is  $S$  three lines be drawn cutting the axis in  $F, G, H$ .— $PG$  being a normal at  $P$  and the angle  $FPG$  equal to  $HPG$ —show that  $SG^2 = SF \cdot SH$ .

3. If two tangents be drawn at the extremities of a focal chord of a parabola and a third tangent be drawn parallel to the chord, the portion of this which is intercepted by the other tangents is bisected at the point of contact.

4.  $PN$  being the semiordinate of an ellipse whose axis major is  $AA'$ , show that—

$$AN. A'N : PN_2 : : AC^2 : BQ^2$$

5. Parallelograms circumscribing an ellipse the sides of which are parallel to conjugate diameters have the same area.

6. If an ellipse and parabola have the same vertex and focus  $A$  and  $S$ , then if  $A'$  be the other extremity of major axis of the ellipse—

$$2AC : A'S : : \text{lat. rect. of parabola} : \text{lat. rect. of ellipse.}$$

7. In the hyperbola the perpendiculars from the foci on the tangent intersect the tangent in the circumference of a circle having the axis major as diameter.

8. If the tangent at  $P$  in the hyperbola cut off  $CT$ ,  $Ct$  from the axes, then  $PT. Pt = CD^2$ ,  $CD$  being the semidiameter conjugate to  $CP$ .

9. If from any point in the hyperbola straight lines are drawn parallel to and terminated by the asymptotes their rectangle is invariable.

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## Natural Philosophy.

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1. What are the principal properties of matter? Give illustrations of the extreme divisibility of matter. On what ground is it concluded that there exist ultimate atoms which cannot be divided?

2. What are the principal parts in the works of an English watch of the old construction, and what are their respective functions? By what arrangement is the minute hand made to travel twelve times faster than the hour hand?

3. In the hookah why does suction at the mouth-piece cause the smoke to bubble up through the water?

4. How is it that people are kept cool by the punkah? Would the general temperature of a room filled with persons be higher or lower by the action of a punkah?

5. In climates like Bengal, when ice is put into a glass of water, moisture appears on the outside of the glass. Where does

the moisture come from? Would there be as much moisture at Agra as at Calcutta. If not, why not? why in England is there sometimes no such moisture?

6. How are fog and snow produced?

7. What is the difference between steam engines of high and of low pressure?

Show by a diagram how the driving wheel in the locomotive engine is made to revolve?

8. Mention the conspicuous stars by which the course of the ecliptic may be traced in the heavens?

9. Explain the cause of the changes of the seasons.

10. The shortest day in the year is the 21st of December, but Calcutta almanacs, if correctly calculated show, that the sun rises later and later by clock time every morning till the middle of January. Explain carefully the causes to which this fact is due. Is it the case to the same extent all over the world? If not, why not?

11. Describe Smee's galvanic battery.

12. What was Oersted's discovery concerning the action of an electric current on the magnetic needle? How is it applied to the electric telegraph in India?

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## Physical Geography.

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1. Give proofs of the rotundity of the Earth.

2. What are Kepler's laws, and how were they extended by Newton?

3. What are the principal rocks of the secondary strata?

4. What is the extent of land and of water on the face of the Globe?

5. Enumerate the principal lowland plains in the world.

6. What peculiarity of form is found in the Islands of the Pacific Ocean.

7. What relations exist between the temperature of the atmosphere and that of the Ocean ?

8. It has sometimes been asserted "that the sea is always deep at the foot of high and steep shores, and shallow at the edge of low Coasts." Show that this rule has many and great exceptions.

9. Explain the cause of the tides, why are there two high tides every day? When do spring tides occur? Why is it high-water at London Bridge and at Calcutta at the same hour? At what places on the Earth's surface are the tides the highest?

10. Trace the course of the great Oceanic current.

11. Compare together in their principal features, the Ganges and the Mississippi.

### Vernacular.

*Translate the following passages into English :*

এই রূপে অতীত আত্মবৃত্তান্তের পরিচয় দিতে দিতে অতীত শোক ও দুঃখের অবস্থা স্মৃতিপথবর্ত্তিনী হওয়াতে মহাশ্বেতা, মৃদুপন্ন ও চৈতন্যস্বনা ইইয়া যেমন শিলাতল হইতে ভূতলে পড়িতেছিলেন, অমনি চন্দ্রাপীড় কর প্রসারিত করিয়া ধরিলেন এবং অক্ষজলাদু, তদীয় উত্তরীয় বলুল দ্বারা বীজন করিতে লাগিলেন। ক্রম কালের পর সন্ধ্যা প্রাপ্ত হইলে চন্দ্রাপীড় বিষমবদনে বলিলেন, কি দুরূহ করিয়াছি? আপনার নির্দোষিত শোক পুনরুদ্ধাপিত করিয়া দিলাম। আর সে সকল কথাই প্রয়োজন নাই। উহা শুনিতে আমারও কষ্ট বোধ হইতেছে। অতিক্রান্ত দূরবস্থাও কীর্তনের সময় এতাকানুভূতের ন্যায় ক্লেশজনক হয়। চিরক্লেশিত পতনোন্মুখ প্রাণকে অতীত দুঃখের পুনঃ পুনঃ অরনরূপ হতাশনে নিক্লিষ্ট করিবার আর আবশ্যকতা নাই।

এক স্থপতি কোন গৃহস্থের গৃহ সজ্জার করিতেছিল, হঠাৎ পদ-স্থলন হওয়াতে, ছাদের উপর হইতে ভূতলে পতিত

ইইয়া নরীকে আহত ও ভয়-পাদ হইল। ইহাতে যে অভ্যস্ত বেদনা প্রাপ্ত ইইয়া বিধাতার প্রতি দোষারোপ করিয়া কহিতে লাগিল, “হে বিধাতা! কে তোমার সৃষ্টির প্রমাণ করে? তুমি অতি নির্ভর। তুমি আমাকে এমন অজ্ঞান ও অশক্ত করিয়াছ, যে আমি এই বিষম বিপদে পতিত হইবার অব্যাহিত পূর্ব্ব রূপেও জানিতে পারিলাম না, এবং এই দুর্ঘটনা ঘটিবার সময়ে তাহা আর নিবারণ করিতেও সমর্থ হইলাম না।” বিধাতা তাহার কথায় কণ্ঠ পাত করিয়া কহিলেন, “বৎস! তুমি আমার কোন্ নিয়মের দোষোল্লেখ করিতেছ বল, তাহার প্রতিকার করি।”

What are the component parts of the following compounds :

স্মৃতিপথবর্তিনী মূর্খাপন্ন অশ্রুজলার্দু পতনোন্মুখ হতাশন মুকুলিতাক্ষী।

What are the literal meanings of the following words :

বিহ্বলম তুরঙ্গম ভুজঙ্গ খগ উরগ হিমাশ্রম শশী স্বধাশ্রম নরোজ মকরধ্বজ।

What are the feminines of the following নায়ক মাতুল গোপাল কনোয়ান মনস্বী and the masculines of পাপীয়সী বিদূষী শুকী।

What are the corresponding substantives of the following বিষম ভিন্ন শুষ্ক পক স্বকৃত ভক্ত উক্ত উট।

What is the difference between যে and যেং, যাহা and যাহাং, কি and কিং, যদা and যথা, নরীদা and নরীধ, তদা and তত্র, কুত্র and কথং।

## Vernacular.

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*Translate the following passage into Bengali.*

The religion of the Arabs, as well as of the Indians, consisted in the worship of the sun, the moon, and the fixed stars ; a primitive and specious mode of superstition. The bright luminaries of the sky display the visible image of a Deity : their number and distance convey to a philosophic, or even a vulgar eye, the idea of boundless space : the character of eternity is marked on these solid globes, that seem incapable of corruption or decay ; the regularity of their motions may be ascribed to a principle of reason or instinct ; and their real or imaginary influence encourages the vain belief that the earth and its inhabitants are the objects of their peculiar care. The science of astronomy was cultivated at Babylon ; but the school of the Arabs was a clear firmament and a naked plain. In their nocturnal marches, they steered by the guidance of the stars : their names and order, and daily station, were familiar to the curiosity and devotion of the Bedoween ; and he was taught by experience to divide in twenty-eight parts, the zodiac of the moon, and to bless the constellations who refreshed with salutary rains the thirst of the desert.

### Questions set at the Examination

FOR

JUNIOR OR SCHOOL SCHOLARSHIPS 1855-56.

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#### Literature.—No. 1.

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#### GOLDSMITH'S TRAVELLER.

E'en now where *Alpine solitudes*<sup>a</sup> ascend  
 I sit me down a pensive hour to spend ;  
 And placed on high above the storm's career<sup>b</sup>  
 Look downward where a *hyndred realms*<sup>c</sup> appear ;



Lakes, forests, cities, plains extending wide,  
The *pomp of kings*<sup>d</sup>, the *shepherd's humbler pride*.

What does the poet here mean by *Alpine solitudes*? How is he placed *above the storm's career*? How is he enabled to see a *hundred realms*, and the *pomp of kings* and the *humbler pride* of shepherds? And what is meant by the *shepherd's humbler pride*?

Nature, a mother kind alike to all,  
Still grants her bliss at labor's earnest call,  
With food as well the peasant is supplied  
On Idra's cliffs or Arno's shelvy side;  
And though the rocky-crested summits frown,  
Those rocks, by custom, turn to beds of down.  
From ART *more various* are the blessings sent,  
Wealth, commerce, honour, liberty, content:  
*Yet these each other's power so strong contest,*  
*That either seems destructive of the rest.*<sup>a</sup>

What is meant here by the word ART? "*More various*"—More various than what? And what thing or things is, or are more various? Explain the full meaning of the final couplet.

Yet still the loss of wealth is here supplied,  
By *arts*, the splendid wrecks of former *pride*<sup>d</sup>  
From *this*<sup>d</sup> the *feeble heart*<sup>d</sup> *long-fallen mind*<sup>d</sup>  
An easy compensation seem to find.

"*Arts*"—What sort of arts are alluded to? What meaning does the poet here attach to the word "*pride*?" What do the words "*from this*" refer to? What *feeble heart*, and what *long-fallen mind* are spoken of?

No product here the barren hills afford  
But man and steel, the soldier and the sword.<sup>a</sup>

Explain this couplet.

With patient angle *trolls* the finny deep  
Or drives his venturous plough-share to the steep;  
Or seeks the den where *snow-tracks*<sup>p</sup> mark the way,  
And drags the *stragglings* *savage*<sup>s</sup> into day.<sup>r</sup>

What is the meaning of the word "*trolls*?" What are "*snow-tracks*?" How do the snow-tracks *mark the way*—what way? What *straggling savage* is alluded to? And what is the meaning of his being dragged "*into day*."

Unknown to them, when sensual pleasures cloy,  
To fill the *languid pause* with *finer joy*;  
Unknown those powers that raise the soul to flame,  
Catch every nerve, and vibrate through the frame;  
Their *level*\* is but a smouldering fire.

Unquenched by want, unfanned by strong desire.

Explain the meaning of the words *languid pause*, *finer joy*, and *level life*. What are the powers that are said to raise the soul to flame? and how do they

Catch every nerve and vibrate through the frame?  
And thou, fair Freedom, taught alike to feel  
The rabble's rage, and tyrant's angry steel;  
Thou transitory flower, *alike undone*  
*By proud contempt or favor's fostering sun*;  
Still may thy blooms the changeful clime endure!  
I only would *repress*\*\* them to secure.

Explain how freedom can be "*alike undone*" by "*proud contempt*," and the "*fostering sun of favor*." Goldsmith is usually most choice in his diction. *To repress a bloom*, however, is not very felicitous phraseology; but what does the poet mean by saying that he only would "*repress*" the "*blooms*" of freedom in order to *secure* them?

They please, are pleased, they give to get esteem,  
Till seeming blest, they grow to what they seem.\*

Paraphrase this couplet.

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Some time and trouble may be saved to the student if he will number and letter his answers correspondently with the numbers and letters affixed to the questions and the passages in italics. He will not then be obliged to copy out the questions and passages.

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## Literature—No. 2.

## GOLDSMITH'S DESERTED VILLAGE.

But times are altered ; Trade's unfeeling train  
 Usurp the land, and dispossess the swain ;  
 Along the lawn, where scattered hamlets rose,  
*Unwieldy wealth<sup>a</sup> and cumbrous pomp<sup>b</sup> repose ;*  
*And every want to luxury allied,<sup>c</sup>*  
*And every pang that folly pays to pride,<sup>d</sup>*  
 Those gentle hours that plenty bade to bloom,  
 Those calm desires that ask but little room,  
 Those healthful sports that graced the peaceful scene  
 Lived in each look, and brightened all the green ;  
*These,<sup>e</sup> far far departing, seek a kinder shore,*  
 And rural life and manners are no more.

Explain the words "*unwieldy wealth*" and "*cumbrous pomp*;" mention some of the "*wants*" that are "*allied to luxury*," and some of the "*pangs that folly pays to pride*." What does the word "*these*" in the last line but one refer to ?

The noisy geese that gabbled o'er the pool,  
 The playful children just let loose from school :  
 The watch-dog's voice that bayed the whispering wind,  
 And the loud laugh that spoke the *vacant*<sup>f</sup> mind.

What is the meaning of the epithet *vacant* ?

No busy steps the grass-grown footway tread,  
 But all the blooming flesh of life is fled ;  
 All but yon widowed solitary thing,  
 That feebly bends besides the plashy spring :

\* \* \* \*

She only left of all the harmless train,  
 The *sad historian*<sup>g</sup> of the *pensive*<sup>h</sup> plain.

Why is the poor-old woman described as the historian of the plain, and why is the plain itself characterised as *pensive* ?

Pleased with his guests, the good man learned to glow,

And quite forgot their vices in their woe,  
 Careless their merits or their faults to scan,  
*His pity gave ere charity began.*<sup>4</sup>

Explain the last line.

Yet he was kind, or if severe in aught,  
 The love he bore to learning was in fault.<sup>5</sup>

Explain the couplet.

The man of wealth and pride  
 Takes up a space that many poor supplied ;  
 Space for his lake, his park's extended bounds,  
 Space for houses, equipage, and hounds ;  
 The robe that wraps his limbs in silken sloth  
*Has robbed the neighbouring fields of half their growth.*<sup>6</sup>

Explain the last line.

Farewell ! and O ! where'er thy voice be tried,  
 On Torno's cliffs, or Pambamarca's side,  
 Whether where equinoctial fervours glow,  
 Or winter wraps the polar world in snow,  
 Still let thy voice, *prevailing over time,*<sup>1</sup>  
*Redress the rigour of the inclement clime*<sup>m</sup> .

This is part of the poet's address to poetry. How does poetry  
 “*prevail over time* ?”—and how can it “*redress the rigour of the*  
*inclement clime* ?”

#### GOLDSMITH'S PROSE.

The King himself (Charles II.) had a large share of knowledge, and some wit ; and his courtiers were generally men who had been brought up *in the school*<sup>n</sup> of affliction and experience.

For this reason, when the sunshine of their fortune returned, they gave too great a loose to pleasure ; and language was by them cultivated only as *a mode of elegance*.<sup>o</sup> Hence it became more *enervated*,<sup>p</sup> and was *dashed*<sup>q</sup> with *quaintnesses*,<sup>r</sup> which gave the public writings of those times *a very illiberal air*.<sup>s</sup>

Explain the passages and words in italics.

## GRAMMAR.

1. A uniformity of habits, tastes, desires and opinions are deemed essential to friendship.

2. Why have his father or his guardian thus neglected his education ?<sup>m</sup>

3. The Natives of this country must be in rather comfortable circumstance, or we would not see so many idlers amongst them.<sup>n</sup>

4. He can never forget those attacks against him.<sup>o</sup>

5. When in the heart of London he thought he is in Calcutta.<sup>p</sup>

6. It was some of his friends who did the mischiefs, and not you nor me.<sup>q</sup>

7. How can we avoid being grateful to those whom by repeated kind offices have proved themselves our real friends.<sup>r</sup>

8. Correct the false grammar in the above passages.

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Some time and trouble may be saved to the student, if he will number and letter his answers correspondently with the numbers and letters affixed to the questions and the passages in italica. He will not then be obliged to copy out the questions and passages.

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### Outlines of History, Sixteenth to Nineteenth Centuries.

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1. Describe the position in Europe of the Emperor Charles V., and the events of his reign.

2. Explain what is meant by the "Reformation," and describe its rise and progress.

3. Give an account of the discovery of America, and of the early conquests of the Spaniards.

4. Describe the history and character of Philip II. of Spain.

5. Narrate the chief events in the life and reign of Mary Queen of Scots.

6. Give an outline of the principles of the British Constitution.

7. Describe the character and reign of Louis XIV.
8. What were the measures adopted by Peter the Great for the elevation of Russia ; what enemies opposed him ?
9. Describe the progress and improvement of Literature during the sixteenth and seventeenth centuries.
10. Under what circumstances did Holland become an independent State, and what was its early history.
11. Give an account of the Scottish rebellion of 1745.
12. Describe the causes and the successful progress of the American Revolution.
13. Give an outline of the career of Napoleon.
14. Briefly describe the early events in the conquest of India by the East India Company.

### Arithmetic and Algebra.

1. Prove  $8\sqrt{\frac{1}{2}} - \frac{1}{2}\sqrt{12} + 4\sqrt{27} - 2\sqrt{\frac{3}{16}} = \frac{29\sqrt{3}}{2}$
2. Subtract  $\frac{17}{29}$  of a pound from  $\frac{23}{27}$  of a guinea, and express the result as a decimal of a pound.
3. Divide 3 by .00015 and find the value of £12333...
4. If the interest on £130-15-10 for ten days be 3s. 7d., how much is that per cent. per annum ?
5. What sum of money must be invested in the 4 per cent. loan when the price is 85 Rs., in order to produce a monthly income of 100 Rs. ?
6. Divide  $\frac{3x^5}{4} - 4x^4 + \frac{77x^3}{8} - \frac{43x^2}{4} - \frac{33x}{4} + 27$  by  $\frac{x^2}{2} - x + 3$ .
7. Add together  $\frac{x+y}{y} - \frac{2x}{x+y} + \frac{x^3 - x^2y}{y^3 - x^2y}$ .
8. Reduce to their lower terms :—  

$$\frac{x^2 - 4x + 3}{x^2 - 2x - 3} \text{ and } \frac{3x^3 - 3x^2y + xy^2 - y^3}{4x^3 - x^2y - 3xy^2}$$

9. Solve the equations :—

$$\frac{x-a}{3} - \frac{2x-3b}{5} - \frac{a-x}{2} = 10a + 11b.$$

$$\left. \begin{aligned} \frac{x+2y}{7} + \frac{x-2y}{5} &= 2 \\ \frac{x-4y+1}{3} - \frac{x+6y-1}{12} &= 1 \end{aligned} \right\}$$

10. Find a number such that if  $\frac{3}{4}$  of it be subtracted from 20 and  $\frac{2}{11}$  of the remainder from  $\frac{1}{4}$  of the original number, 12 times the second remainder will be half the original number.

### G e o m e t r y.

1. Upon the same base, and on the same side of it, there cannot be two triangles which have their sides terminated in one extremity of the base equal to one another, and also those terminated in the other extremity.

2. Any two sides of a triangle are together greater than the third.

3. The complements of the parallelograms, which are about the diameter of any parallelogram, are equal to one another.

4. Divide a given straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

5. If in a circle two straight lines cut one another, which do not both pass through the centre, they do not bisect each other.

6. The straight line drawn at right angles to the diameter of a circle from the extremity of it, falls without the circle : and no straight line can be drawn from the extremity, between that straight line and the circumference, so as not to cut the circle.

7. If from any point without a circle two straight lines be drawn, one of which cuts the circle and the other touches it, the rectangle contained by the whole line which cuts the circle and the part of it without the circle, shall be equal to the square of the line which touches it.

## Geography.

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1. Define the chief terms used in Geography :—strait, cape, bar, peninsula, tongue of land, stream, inlet, bay, harbour, land-locked hill, hummock.
2. Sketch a map of European Russia.
3. Describe the position, extent, and character of the following Lakes ; Lake Erie, Lake Ladoga, Lake Tschad, Lake Baikal, and the Dead Sea.
4. Give the relative heights of the twelve principal mountains in the world.
5. Describe the locality, course, and length of the following rivers : Nile, Indus, Po, Mississippi, Elbe and Hudson.
6. State the boundaries of the following countries and states : the Turkish Empire, Prussia, Sardinia, Hungary, and Brazil.
7. Sketch a map of the United States.
8. Name the principal *deserts* of the world, and state their localities.
9. Describe accurately the position of the following CAPES : Capes Guardafui, Bon, Lewin, Race, Saint Roque, Cod, and Agulhas.
10. State exactly the position of the following CITIES : Batavia, Sydney, Boston, Quito, New Orleans, Fez, Poona, Vera Cruz, and Belgrade.
11. State also the position and size of the following ISLANDS : Nippon, Rhodes, Terra del Fuego, Hawaii, New Caledonia, Madagascar, and Hong-Kong.

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## Zoology.

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1. Into what kingdoms is nature divided? Mention the great groups in the animal kingdom ; the classes of the group of the vertebrate animals ; the orders of the class Mamalia ; the fa-



milies of the order Carnivora; the species of the family of the Felidæ, that is, of the cat tribe in India.

Trace a centipede upwards through its successive orders and divisions.

2. Give an account of the coral building Polypes of tropical seas.

3. Describe the external anatomy of an insect.

4. What are the four states of existence through which insects pass? Give a brief account of each state.

5. Describe the habits of wasps.

6. What remarkable instance of skill is shown in the construction of the cell of a bee?

7. Describe the peculiar structure of the web of a spider.

8. What changes occur in the form of a frog before it comes to maturity.

9. How is the poison forced from the fang of a serpent? Is the poison deadly if tasted?

10. Describe the differences in the teeth of dogs, horses, and cows.

How is it that the incisor teeth of Rodentia or gnawing animals are always sharp?

11. How is it known that Tigers, Hyænas, and other wild beasts roamed over England in bygone ages?

Mention some extinct animals which formerly inhabited India. To what legends may their existence have given rise?

12. Show by reference to the Mylodon, as developed by Professor Owen, that the study of Zoology affords exercise to the reasoning as well as to the observant faculties.

### Vernacular.

*Translate the following paper into English :*

সকল মনুষ্যেরই স্বভাব ও মনের গতি পৃথক পৃথক।  
আপনার মনে যাহা উদয় হয়, এক ব্যক্তি অন্য ব্যক্তিকে

যদি তাহাই কহে, তাহা হইলে পরস্পর বিরোধ উপস্থিত হয় সন্দেহ নাই। এই নিমিত্ত যখন আমরা পাঁচ জন একত্র হই, তখন কেবল এমন কথা কহা উচিত যে তাহা অনিয়া কোন ব্যক্তির অসন্তোষ না জনে।

যদি কাহারও সহিত সাক্ষাৎ হয়, তিনি যে রূপ লোক তাঁহার তদনুরূপ মর্যাদা ও সমাদর করা উচিত। যদি অভ্যাগত ব্যক্তি মান্য হন, তাহা হইলে তাঁহাকে আপনি, মহাশয় ইত্যাদি সম্মান স্বচক শব্দ, ও সমকক্ষ ব্যক্তি হইলে ভাই, তুমি ইত্যাদি আদর স্বচক বাক্য প্রয়োগ করা উচিত। অতি সামান্য লোক হইলেও তাহাকে আপনার তুল্য লোক বিবেচনা করিয়া সম্ভাষণ ও সম্বোধন করা কর্তব্য। অনেকেই একপ লোককে অরে, তুই ইত্যাদি অবজ্ঞা স্বচক শব্দে আহ্বান ও সম্বোধন করিয়া থাকে। কিন্তু ইহা অত্যন্ত অনায়াস। যে এই প্রকার কথা বলে, তাহার কিছুই লাভ নাই, কিন্তু যাহাকে বলা যায়, সে মনে মনে অত্যন্ত অসন্তুষ্ট হয় এবং তাহাকে অহঙ্কৃত অশিষ্ট ও অভদ্র মনে করে। কোন ব্যক্তিকে পত্র লিখিতে হইলেও যথোচিত বিনয়, শিষ্টাচার ও সমাদর পূর্বক লেখা উচিত। যে যেমন লোক, তাহাকে সেই রূপ পাঠ লেখা কর্তব্য।

Are the following words compound or simple—if the former, what are their component parts: তদনুরূপ মহাশয় সমকক্ষ যথোচিত শিষ্টাচার।

What are the feminines of the following words :

ঈশ্বর ভগবান বৈষ্ণব কর্তা মৃদু ধীবর স্বন্দর ভদ্র।

What are the relative positions of the nominative verb and accusative in a Bengali sentence—and where are adjectives and adverbs placed.

### Vernacular.

*Translate the following passage into Bengali or Urdu :*

A great part of the population had concealed themselves in their houses, from the terror caused by our arrival, but they left them as the flames reached their asylums. Fear had rendered their grief dumb, and as they tremblingly quitted their retreats, they carried off their most valuable effects, while those who were possessed of more sensibility, actuated by natural feelings, sought only to save the lives of the parents or the children. On one side we saw a son carrying a sick father ; on the other, women who poured the torrent of their tears on the infants whom they clasped in their arms. They were followed by the rest of their children, who, fearful of being lost, ran crying after their mothers. Old men, overwhelmed more by grief than by the weight of years, were seldom able to follow their families ; many of them, weeping for the ruin of the country, lay down to die near the houses where they were born. The streets, the public squares, and especially the churches, were crowded with these unhappy persons, who mourned as they lay on the remains of their property, but showed no signs of despair. The victors and the vanquished were become equally brutish ; the former by excess of fortune, the latter by excess of misery.

### Vernacular.

1. *Translate the following passage into English :*

برس دن کي عرصے میں ہرج مرج کھینچتا ہوا شہر نیمروز  
میں جا پہنچا \* جتني وہان کي آدمي ہزاري اور ہزاري  
نظر پڑي - سیاہ پوش تھي - جيسا احوال سنا تھا اپني آنکھوں سے  
دیکھا \* کئي دنوں کي بعد چاند رات ہوئي \* پہلي تاريخ ساري  
لوگ اُسی شہري چھوٹی پڑي لڑکے بالے امرا پادشاہ عورت مرد

ایک میدان میں جمع ہوئی \* میں بھی اپنی حالت میں حیران سرگردان اُس کثرت کی ساتھ اپنی مال ملک سے جدا فقیر کی بصورت بنا ہوا کھڑا دیکھتا تھا کہ دیکھتے پردے غیب سے کیا ظاہر ہوتا ہے \* اتنے میں ایک جوان گاڑی سوار منہ میں کف بھری جوش خروش کرتا ہوا جنگل میں سے باہر نکلا \* یہہ عاجز جو انہی محنت کرے اُس کی احوال دریافت کرنیکی خاطر گیا تھا۔ دیکھتے ہی اُسے - حواہ "باختہ ہو کر حیران کھڑا رہ گیا \* وہ جوان مرد قدیم قاعدے پر جو جو کام کرتا تھا کر کر پھر گیا۔ اور خلقت شہر کی شہر کی طرف متوجہ ہوئے \* جب مجھے ہوش آیا تب میں پہچانیا کہ یہہ کیا تجھ سے حرکت ہوئی \* اب مہینے بھر پھر راہ دیکھنی پڑی \* لاچار سب کی ساتھ چلا آیا۔ اور اُس مہینے کو ماہ رمضان کی مانند ایک ایک دن گن کر گاتا \* بارے دوسری چاند رات آئی - مجھے گویا عید ہوئی - غرے کو پھر پادشاہ خلقت سمیت وہیں جا کر اکتھے ہوئے - تب میں نے دل میں مضمم ارادہ کیا کہ اب کی بار جو ہو سو ہو \* اپنی نئی سنہال کر اس ماجراے عجیب کو معلوم کیا چاہیئے \*

2. Of what genders are the following words چاند رات مرد کثرت ہوش حرکت خلقت شہر
3. Write the following words in the plural number حالت صورت محنت جوان جنگل
4. How is the verb affected when the agent has the particle ني affixed to it ?
5. How is the passive voice formed from the active in Urdu ?
6. Form the following substantives into adjectives طفل غم and the following masculines into feminines شیر سنار ملا خان پیگ زور دولت وفا نام بازار

## Questions set at the Final Examination—Law Department.

### 1.—REGULATION LAW.

1. State the general principles which must be observed in effecting a *Butwarah*.

2. Upon what grounds may a sale under Act I. 1845, be reversed by the Civil Courts ?

3. What tenures and tenants are protected after a sale for arrears of Revenue ?

4. State how a zemindar is to proceed if he wishes to bring a *putnee* tenure to sale.

5. What particulars must be entered in a petition of plaint in a summary suit ?

State the mode of procedure in such a suit, from the institution to the final order, *1st*, supposing the defendant appears. *2ndly*, that he cannot be found.

6. State the mode of procedure in a case of distraint, *1st*, when the alleged defaulter gives security and contests the demand, *2ndly*, when he gives the security but fails to contest the demand within the prescribed period.

7. State the nature of the bond entered into by a claimant to distrained property under Act X. of 1846. What change in the Law did that Act make ?

8. What powers have, *1st*, Moonsiffs, *2nd*, Sudder Ameens ? To what Officers do summary and regular appeals lie from their orders ?

9. What powers have the Principal Sudder Ameens ? To what Officers do summary and regular appeals lie from their orders ?

10. What are the powers of a Zillah Judge and the Sudder Dewanny Adawlut ?

11. How many kinds of Mortgages are there ? Name and describe them.

12. What are the steps necessary, 1st, to foreclose, and 2ndly, to redeem a mortgage?

13. What is the meaning of the word Pre-emption? What steps must a person take who claims this right?

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## 2.—GENERAL JURISPRUDENCE.

1. Define Jurisprudence as a Science and as an Art.

2. What are the definitions of *Jurisprudentia*, *Justicia*, *Jus Naturale*, *Jus Gentium*, *Jus Civile*, in the Institutes of Justinian?

3. What are the three fundamental maxims of Law laid in the Institutes of Justinian? Does Law include every duty comprehended in them?

4. What are the subjects of the Civil Law in the Institutes?

5. How is property acquired by the Law of Nature, (*Jus gentium*)?

6. Explain the terms Evidence and Proof.

7. Define the term usufruct under the Civil Law, and state to what *usufructus* is analogous in the Law of England?

8. Distinguish between *Possessio Civilis* and *Possessio Naturalis*; and analyze the term *Possessio*.

9. What is Judicial Evidence and wherein does it differ from Natural Evidence?

10. What is an obligation and what are the chief means by which the Civil Law compels their fulfilment?

## Appendix B.

*Local and Managing Committees of Government Colleges and Schools as they stood on the 30th of April 1856.*

*N. B.—The Inspector of Schools and the Commissioner of the Division in which the school is situated are Ex-Officio Members of every Local Committee.)*

Names of Members.	Designation or Profession of Members.	Names of Colleges or Schools.	Names of Members.	Designation or Profession of Members.
W. Brennan, Esq. ..	Offg. Prinl. of College and Secy. to Com.	HOWRAH AND OOTEPARAH SCHOOLS.	H. Alexander, Esq., C. S.	Supdt. Salt Golah and Secy. to Com.
R. J. Scott, Esq., C. S. ..	Judge.		H. L. Dampier, Esq., C. S.	Magte. of Howrah.
R. C. Raikes, Esq., C. S. ..	Collector.		C. Archer, Esq., M. D. ...	Civil Surg.
C. Jenkins, Esq., C. S. ..	Magistrate.		Babu Grees Chunder Ghose ..	Depty. Magte.
Dr. W. A. Green	Civil Surgeon.		Babu Joykissen Mookerjee	} Zemindars, Ooteparah.
Moulvie Mahomed Nussim Khan Bahadoor ..	P. S. Ameen.		Babu Tarrucknauth Chatterjee	
J. P. Wise, Esq. ..	Zemindar.			
J. G. N. Pogose, Esq. ..	Zemindar.			
N. P. Pogose, Esq. ..	Zemindar.			
A. Forbes, Esq. ..	Zemindar.			
Babu Rajmohun Roy ..	Zemindar.	MIDNAPORE SCHOOL.	W. H. Brodhurst, Esq., C. S.	Colr. and Secy. to Com.
Babu Mitrajit Sing ..	Zemindar.		G. P. Leicester, Esq., C. S.	Judge.
Mirza Golam Peer ..	Zemindar.		G. Bright, Esq., C. S. ..	Magistrate.
E. Lodge, Esq., B. A. ..	Prinl. of College and Secy. to Com.		Captain C. H. Keighly ..	Asst. Dacoity Comr.
R. M. Skinner, Esq., C. S.	O. and S. Judge.		Captain J. P. Beadle ..	Supt. of Embankments.
E. H. Lushington, Esq., C. S.	Colr.		Lieutenant W. D. Short	Exe. Engr. Midnapore Divn.
A. J. Elliot, Esq., C. S. ..	Magte.		W. Terry, Esq., ..	Manager of Messrs. Watson and Co.'s Indigo Concerns.
Major J. Lang ..	Supt. Nuddea Ri- vers.		A. L. Bogle, Esq., M. D.	Civil Asst. Surg.
W. J. Palmer, Esq. ..	Civil Asst. Surg.		O. W. Malet, Esq., C. S. ..	Judge and Secy. to Com.
Maharajah Sreesh Chunder Roy Bahadoor ..	P. S. Ameen.	BEERBHOOM SCHOOL.	R. J. Wigram, Esq., C. S.	Magte. and Colr.
Babu Ramlochan Ghose	Offg. Prinl. of College and Offg. Secy. to Com.		A. J. Sheridan, Esq. ..	Civil Surgeon.
A. Smith, Esq., M. A. ..			Babu Banimadhub Shome	Sudder Ameen.
Lieut.-Colonel G. H. Macgregor, C. B. ..	Agent to the Govr Genl.		Babu Bonode Ram Sein ..	Zemindar.
R. P. Harrison, Esq., C. S.	C. and S. Judge.		Moulvie Fyzoolah ..	Law Officer.
W. C. Spencer, Esq., C. S.	Offg. Magte.		G. N. Cheek, Esq. ..	Civil Asst. Surg. and Secy. to Com.
J. Watson, Esq., C. S. ..	Supdt. of Survey, 4th or Western Div.		P. Taylor, Esq., C. S. ..	C. and S. Judge.
Dr. A. Wilson ..	Civil Surgeon.		H. Rose, Esq., C. S. ..	Offg. Jt. Magte. and Depty. Colr.
Captain F. P. Layard ..	Exe. Offr. Berhampore Division.		H. Balfour, Esq., C. S. ..	Asst. Magte. and Depty. Colr.
Babu Gobind Chunder Chowdree ..	P. S. Ameen.		Moulvie Oshman Alli Khan Bahadoor ..	P. S. Ameen.
		BANGORAH SCHOOL.	Babu Bissessur Chuckerbutty ..	Offg. Sudder Ameen and Moonshiff.

Names of Colleges or Schools	Names of Members.	Designation or Profession of Members.	Names of Colleges or Schools	Names of Members	Designation or Profession of Members.
PATNA HIGH & BRANCH SCHOOLS.	W. Craddock, Esq.	Civil Asst Surg and Secy. to Comr.	PATNA HIGH & BRANCH SCHOOLS.	W. S. Dicken, Esq.	Civil Surgeon.
	L. Jackson, Esq., C. S.	Offg Judge Collector.		Major H. M. Nation,	Comdt of the Barr Station Guards.
	A. J. Jackson, Esq., C. S.	Offg. Magistrate.		R. King, Esq.	Sub-Deputy Opium Agent.
	Babu Panchanan Banerjee	P. S. Ameen.		Moulvie Mahomed Hussein	P. S. Ameen.
	Babu Gungacharn Shome	Sudder Ameen.		Syud Loothf Allie Khan	
	Babu Mothurnauth Banerjee	Deputy Collector.		Moulvie Ahmed Oollah	
	W. C. Lacey, Esq.	Govt. Tran. and Secy. to Comr.		Syud Assemooddin Hussein	Depty Colr. and Secy. to Comr.
	J. J. Ward, Esq., C. S.	C. and S. Judge.		A. Littledale, Esq., C. S.	C. and S. Judge.
	R. N. Shore, Esq., C. S.	Colr. Magte. and Salt Agent.		A. A. Swinton, Esq., C. S.	Collector.
	Lieutenant H. Dixon	Executive Officer.	ABRAM SCHOOL.	F. B. Drummond, Esq., C. S.	Magistrate.
CUTTACK SCHOOL.	N. Collyer, Esq., M. D.	Surgeon.		J. J. Halla, Esq.	Civil Asst. Surg.
	Babu Tarakant Bidyagur	P. S. Ameen		G. Field, Esq.	Sub-Deputy Opium Agent
	Meer Jafur Ali	Pseud. Depty Colr.		Moulvie Rooknoodeen	P. S. Ameen
	Moulvie Mahomed Fazl	Mahomedan Law Officer		Moulvie Imdad Ally	Sudder Ameen
	A. Mantell, Esq., M. D.	Civil Asst. Surg. and Secy. to Comr.		J. B. Allen, Esq.	Civil Asst. Surg. and Secy. to Comr.
	V. H. Schalch, Esq., C. S.	Offg. Colr., Magte. and Salt Agent		T. Sandya, Esq., C. S.	Judge.
	E. Watersfield, Esq., C. S.	Asst. to the Colr., &c.		R. F. Hodgson, Esq., C. S.	Collector.
	A. Bond, Esq.	Master Attendant		F. W. Pells, Esq.	Engr., Patna Branch Road
	Roy Sreenauth Ghose	Deputy Collector		M. Brodhurst, Esq., C. S.	Magistrate.
	Babu Puddumlochan Mondul	Zemindar		Syud Tofuzul Hussien	P. S. Ameen.
BALASORE SCHOOL.	R. Pringle, Esq., M. D.	Civil Asst. Surg. and Secy. to Comr.	GYAR SCHOOL.	W. T. Tucker, Esq., C. S.	Offg. Colr. and Secy. to Comr.
	A. S. Annand, Esq., C. S.	Colr., Magte. and Salt Agent		Lord H. Ullok Browne, C. S.	Offg. Magistrate.
	H. R. Clarke, Esq., C. S.	Asst. Magte. and Colr.		Dr. T. Duka	Civil Asst. Surg.
	Babu Nilmoney Burmo	Deputy Collector.		Moulvie Mahomed Rafiq Khan	P. S. Ameen.
	Babu Gourbullub Ghose	Moonsiff.		J. Bean, Esq.	Sub-Deputy Opium Agent.
	Captain G. N. Oakes	Princl Asst. to the Comr. and Secy. to Comr.		Rajah Jar Mungle Sing	Zemindar.
	W. J. Allen, Esq., C. S.	Comr., Chota Nagpore.		Mahunt Kirpal Bhatta	Zemindar.
	Dr. M. O. Sullivan	Civil Surgeon.	MONGHYR SCHOOL.	Babu Dwarknauth Chatterjee	Sub-Asst Surg. and Secy. to Comr.
	Babu Kallydoss Paulit	Depty. Collector.		D. Cunliffe, Esq., C. S.	Sessions Judge.
	Mr. R. C. P. Very	Sub-Asst. Comr		A. E. Russel, Esq., C. S.	Colr. and Magte.
PURULIAH SCHOOL.	Babu Koylos Chunder Dutt	Sub-Asst. Surg. and Secy. to Comr.		T. B. Farncombe, Esq.	Civil Asst. Surg.
	Lieutenant R. C. Birch	Offg. Princel Asst. to the Comr.		C. McDonald, Esq.	P. S. Ameen.
	Babu Roop Sing Bahadur	Moonsiff and Native Asst. to the Comr.		Babu Giridhase Lall	Government Valuer.
	E. E. Woodcock, Esq., C. S.	Offg. Colr. and Secy. to Comr.	BRAHMOUIPORA SCHOOL.	G. G. Balfour, Esq., C. S.	Colr. and Secy. to Comr.
	R. N. Farquharson, Esq., C. S.	Judge.		G. Loch, Esq., C. S.	Judge.
	W. Ainalie, Esq., C. S.	Railway Comr.		G. A. Pepper, Esq., C. S.	Magistrate.
	J. M. Lewis, Esq., C. S.	Magistrate.		E. C. Thorp, Esq.	Assistant Surgeon.
PATNA HIGH & BRANCH SCHOOLS.				Moulvie Abdool Useez.	P. S. Ameen.



# APPENDIX D.

3

OF SCHOOLS.	Names of Members.	Designation or Profession of Members.	Names of Colleges or Schools.	Names of Members.	Designation or Profession of Members.
JESSORE SCHOOL.	W. R. Davis, Esq.,	Depty. Colr. and Secy. to Com.	FURDPORE SCHOOL.	S. F. Davis, Esq., C. S.	Offg. Jt. Magte. and Depty. Colr. and Secy. to Com.
	The Hon'ble R. Forbes, C. S.	Sessions Judge.		R. Scott, Esq., C. S.	Sessions Judge.
	E. F. Latour, Esq., C. S.	Collector.		W. L. Mackenzie, Esq., C. S.	Deputy Magistrate.
	H. C. Richardson, Esq., C. S.	Magistrate.		Moulvie Nazir Ooddin	P. S. Ameen
	A. Simpson, Esq., M. D.	Civil Surgeon.		Babu Kalla Chund Dey	Sub-Asst. Surgeon
	E. DeCosta, Esq.	P. S. Ameen.		Babu Raah Behary Bose	Sudder Moonsiff
	J. Weston, Esq.	Second P. S. Ameen		C. W. Mackillop, Esq., C. S.	Offg. Colr. and Secy. to Com.
	Moulvie Iradat Ally	Law Officer and Sudder Ameen		F. B. Kemp, Esq., C. S.	Judge
	Mahomed Tuki Khan	Zemindar.		H. A. R. Alexander, Esq., C. S.	Magistrate
	R. J. Richardson, Esq., C. S.	Offg. Colr. and Secy to Com		Babu Sreemanth Biddabaghish	P. S. Ameen
H. Atherton, Esq., C. S.	Judge.	M. Scanlan, Esq.	Uncov. Civil Asst. Surg		
W. F. McDonell, Esq., C. S.	Magistrate.	COMILLA SCHOOL.	H. F. Williams, Esq., M. D.	Civil Asst. Surg. and Secy. to Com.	
H. C. Wake, Esq., C. S.	Asst. to the Colr and Magte.		H. C. Metcalfe, Esq., C. S.	C. and S. Judge	
A. Fleming, Esq., M. D.	Civil Surgeon.		J. R. Muspratt, Esq., C. S.	Offg. Collector.	
Mirza Mahomed Sadiq	P. S. Ameen.		A. Abercrombie, Esq., C. S.	Magistrate.	
Moulvie Mahomed Waheed Oodin	Sudder Ameen.		M. Little, Esq.,	Depty. Collector.	
W. J. Allen, Esq., C. S.	Comr S. W. Frontier.		Babu Dwarkanauth Roy	Chief Sudder Ameen.	
Major J. C. Hannyngton	Depty Comr., Chota Nagpore.		Moulvie Mahomed Ally Khan	Govt. Pensioner.	
Captain W. H. Oakes	Prinl Asst. Comr., Lohardugga.		Babu Chunder Seekur Sein	Sheristadar, Colr.'s Court.	
Babu Nobin Chunder Doss	Secy. to Com,		NOAKHALY SCHOOL.	H. M. Davies, Esq.	Civil Surg. and Secy. to Com.
J. H. Mangles, Esq., C. S.	Offg. Jt. Magte. and Depty. Colr.			F. B. Simson, Esq., C. S.	Offg. Jt. Magte. and Depty. Colr.
Babu Nilmoney Mitter	Moonsiff and Deputy Magistrate	Moulvie Ally Hydar		Sudder Ameen.	
Babu Dinonauth Dhur	Sub-Asst. Surgeon.	CHITTAGONG SCHOOL.		W. B. Beatson, Esq., M.D	Civil Asst Sur. Secy. to Com.
Babu Baman Chunder Buttacharjee	Ferry Fund Writer.			C. Chapman, Esq., C. S.	Salt Agent.
C. Palmer, Esq., M. D.	Civil Asst. Surg. and Secy. to Com.			R. H. Russell, Esq., C. S.	C. and S. Judge.
E. Jenkins, Esq., C. S.	Judge.			J. S. Spankie, Esq., C. S.	Offg. Collector.
F. C. Fowle, Esq., C. S.	Collector.			W. H. Henderson, Esq., C. S.	Offg. Magistrate.
E. W. Molony, Esq., C. S.	Magistrate.			H. J. Bamber, Esq.	Supdt. of Salt Chowkies.
Rajah Buroda Kaunt Roy	Rajah.			Moulvie Ashruf Allie	P. S. Ameen.
Babu Opendar Chunder Nyarutna	P. S. Ameen.		Babu Obhoy Chunder Doss	Asst. to the Comr. 16th Division.	
Babu Anund Chunder Bannerjee	Sudder Ameen.		J. C. Dodgson, Esq., C. S.	Jt. Mag. and Depty. Colr. and Secy. to Com.	
R. Alexander, Esq., C. S.	Jt. Magte. and Depty. Colr. and Secy. to Com.		J. Taylor, Esq.	Medical Officer.	
L. S. Jackson, Esq., C. S.	Offg. Judge of Rajshahye.	J. W. Payter, Esq.	Zemindar.		
W. J. Ellis, Esq.	Sub-Asst. Surgeon.	Babu Soorjee Coomar	Depty. Collector.		
Babu Koyloss Chunder Deb	Sudder Ameen.	Mookerjee	Sudder Ameen.		
Babu Dwarkanath Banerjee	Uncov. Depty. Colr.	Luckhinarian Mitter			

## APPENDIX D.

Names of Colleges or Schools.	Names of Members.	Designation or Profession of Members.	Names of Colleges or Schools.	Names of Members.	Designation or Profession of Members.
DIVADGORE SCHOOL.	F. A. Elphinstone Dalrymple, Esq., C. S. ..	Colr. & Secy. to Com.	STYHER SCHOOL.	F. A. Glover, Esq., C. S. ..	Colr. and Secy. to Com.
	J. Grant, Esq., C. S. ..	C. and S. Judge.		M. Shawe, Esq., C. S. ..	Offg. Judge.
	J. A. Ravenshaw, Esq., C. S. ..	Magistrate.		T. P. Larkina, Esq. C. S. ..	Magistrate.
	F. J. Earle, Esq., M. D. ..	Civil Surgeon.		Dr. J. Norval ..	Civil Surgeon.
	J. Reilly, Esq., ..	P. S. Ameen.		A. C. Barnard, Esq., C. S. ..	Asst. to the Magt.
	Babu Bijoy Chunder Chuckerbutty ..			C. Mackay, Esq., ..	P. S. Ameen.
MYMENSING SCHOOL.	B. H. Cooper, Esq., C. S. ..	Colr. and Secy. to Com.	GOWHATTY SCHOOL.	W. H. M. Sweetland, Esq. ..	Coal Agent.
	W. T. Trotter, Esq., C. S. ..	C and S. Judge.		C. J. Simons Esq. ..	Medl. Offr. and Offg. Secy. to Com.
	C. E. Lance, Esq., C. S. ..	Magistrate.		Colonel F. Jenkins ..	Agent, Govr.-Genl. and Comr.
	P. F. Bellew, Esq., ..	Civil Asst. Surgeon.		Major H. Vetch ..	Depy. Comr.
	R. Ahmuty, Esq., ..	P. S. Ameen.		Captain E. A. Rowlatt ..	Colr. and Magt.
	Syed Ahmud Bux ..			Reverend W. Ward ..	American Baptist Missionary.
	Babu Bhyrub Chunder Chowdry ..	Zemindara.		Babu Debbur Doll ..	P. S. Ameen.
	Babu Kamesh Kinsore Roy Chowdry ..				

*Return of Number of Students in the Government Colleges and English Schools on the 30th April 1856.*

Names of Colleges or Schools.	NUMBER OF PUPILS ON THE ROLL.				NUMBER OF STUDENTS STUDYING.					Remarks.	
	Christians.	Mahomedans.	Hindus.	Total.	English.	Arabic or Persian.	Urdu.	Bengali.	Other Languages.		
Presidency College	5	0	127	132	132	0	0	0	132	0	* Sanscrit.
Hindu School	0	0	462	462	462	0	0	0	462	0	
Colootolah Branch School	4	0	567	571	571	0	0	0	571	0	
Calcutta Madrissa, Arabic Department	0	59	0	59	0	59	0	0	0	0	
Calcutta Madrissa, Anglo-Persian Department	0	111	0	111	111	0	51	64	0	0	
Collingah Branch School	4	15	124	143	143	0	4	139	0	0	
Sanscrit College	0	0	339	339	159	0	0	0	0	339*	
Patahala	0	0	345	345	0	0	0	345	0	0	
Medical College	34	96	148	278	0	0	0	0	0	0	
Hooghly College, English Department	6	7	455	468	468	0	0	0	468	0	
Hooghly College, Oriental Department	0	175	4	179	114	179	0	0	0	0	
Hooghly Branch School	0	8	169	177	177	0	0	177	0	0	
Dacca College	41	24	390	455	455	0	32	423	0	0	
Kishnagur College	0	7	240	247	247	0	0	247	0	0	
Berhampore College	5	10	227	242	242	0	0	242	0	0	
Howrah School	4	3	229	236	236	0	0	236	0	0	

*Return of Number of Students in the Government Colleges and English Schools on the  
30th April 1856.—(Continued.)*

**APPENDIX D.**

Names of Colleges or Schools.	NUMBER OF PUPILS ON THE ROLL.				NUMBER OF STUDENTS STUDYING.					Remarks.
	Christians.	Mahomedans.	Hindus.	Total.	English.	Arabic or Persian.	Urdu.	Bengali.	Other Languages.	
Ooteraiah School	0	0	203	203	203	0	0	203	0	
Midnapore School	0	10	145	155	155	0	0	155	0	
Beerbhoom School	0	10	104	114	114	0	0	114	0	
Bancoorah School	0	1	146	147	147	0	0	147	0	
Banleah School	0	5	129	134	134	0	0	134	0	
Butack School	14	12	83	109	108	0	0	0	109*	
Balasore School	5	4	72	81	81	0	0	81	0	* Ooriah.
Poorree School	0	1	84	85	85	0	0	85	85†	† Ooriah.
Purulia School	0	2	71	73	73	0	0	73	0	
Sumbulpore School	1	0	69	70	70	0	0	0	70‡	‡ Ooriah.
Patna High School	14	26	103	143	133	48	48	0	16§	§ Three studying Sanscrit and 13 Hindee.
Patna Branch School	2	34	63	99	99	74	0	0	0	
Arrah School	4	18	62	84	84	53	4	0	0	
Gyah School	3	30	163	196	196	24	196	0	0	
Monghyr School	7	20	57	84	84	0	47	0	0	
Bhagulpore School	0	21	154	175	175	48	127	0	0	
Parrieah School	0	10	34	44	44	0	0	0	0	
Mozufferpore School	5	30	74	109	109	73	38	0	0	

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	2	13	65	80	80	50	15	0	0	62†	* Of this number 11 are of other castes not specified. † Hindes.
Chuprah School	..	29	22	62*	40	0	62	0	0	0	
Chota Nagpore School	..	0									
Russapuglah School	..	0	40	108	103	63	0	40	0	0	
Baraset School	..	0	192	195	195	0	0	195	0	0	
Barrackpore School	..	0	116	118	118	0	0	118	0	0	
Jessore School	..	2	134	141	141	0	0	141	0	0	
Pubnah School	..	0	144	148	148	0	0	148	0	0	
Furzedpore School	..	0	102	106	106	0	0	106	0	0	
Burrisaul School	..	3	209	234	234	0	0	234	0	0	
Connillah School	..	7	93	116	116	0	0	116	0	0	
Noakhally School	..	4	66	71	71	0	0	71	0	0	
Chittagong School	..	14	165	222	222	0	0	222	0	0	
Akyab School	..	3	3	100†	93	0	0	0	75	0	† Of this number 87 are Boodhists and 1 Chinese.
Ramree School	..	1	1	65	62	0	0	0	65	0	§ Burmese.    Of this number 33 are Boodhists and 1 Chinese.
Bograh School	..	0	85	91	91	0	0	91	0	0	
Dinagapore School	..	4	114	126	126	0	0	126	0	0	
Mymensing School	..	8	167	184	184	0	0	184	0	0	
Sylhet School	..	2	157	164	164	0	0	164	0	0	
Gowhaty School	..	0	10	47	57	0	0	0	0	0	
Gowalparah School	..	0	96	150	44	0	9	150	0	0	

## APPENDIX D.

*Return of Grants-in-aid sanctioned by Government from 1st May 1855 to 30th April 1856.*

Names of Proprietors or Managers of the Schools.	Names of Zillahs.	Names and locality of Schools.	English or Vernacular.	Amount of Grant per month.
Babus Chundy Churn Sing .....	Howrah .....	Pali Male School .....	English, .....	50 0 0
Babus Chundy Churn Sing .....	Howrah .....	Pali Female School .....	Vernacular .....	30 0 0
Commissioner of Assam .....	Kamroop (Assam) .	14 Indigenous Schools in different parts of the District .....	Vernacular .....	41 10 8
Babus Kistanund Dutt and others .....	Baraset .....	Nibodho School .....	English, .....	24 0 0
Col. Goodwyn, H. Pratt, Esq. and others ..	Calcutta .....	School of Industrial Arts .....	English .....	600 0 0
Coomar Kalikissen Roy .....	24-Pergunnahs .....	Paikparah School .....	English .....	64 0 0
Babu Birressur Benjee and others .....	Hooghly .....	Bhodrocal School .....	Vernacular .....	10 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Jerat School .....	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Howrah .....	Bulhitee School .....	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Mayapore School .....	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Dwarbasinee School .....	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Khamargachee School .....	English, with a Vernacular Dept.	50 0 0

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Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Howrah .....	Jugutbulnupore School ..	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Poena School .....	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Jajoor School .....	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Howrah .....	Concearnorah School .....	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Bardwan .....	Russickpore <i>alias</i> Mundlegrum School .....	English, with a Vernacular Dept.	50 0 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Bardwan .....	Cowcher School ..	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Kankerbatry School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Bardwan .....	Koorparah School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Mirzanagore School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Buttanal School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Madhupore School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Navrecha Nittanundpore School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Gungadhpore School .....	Vernacular .....	13 8 0

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*Return of Grants-in-aid sanctioned by Government from 1st May 1855 to 30th April 1956.—(Continued.)*

Names of Proprietors or Managers of the Schools.	Names of Zillahs.	Names and locality of Schools.	English or Vernacular.	Amount of Grant per month.
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Bursundah School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Bhugeruthpore Dhangachee School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Tanepore School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Monohurpore School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Ranee Bazar School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Paurah School .....	Vernacular .....	13 8 0
Babus Joy Kissen Mookerjee and Raj Kissen Mookerjee .....	Hooghly .....	Konnugur School .....	English .....	30 0 0
Babu Dwarkanath Roy and others .....	Hooghly .....	Omerpore School .....	Vernacular .....	10 0 0
Babu Pandolal Nundy .....	Hooghly .....	Kaota Shahgunge School .....	Vernacular .....	16 0 0
Babu Ram Chunder and others .....	Burdwan .....	Sakari School .....	Vernacular .....	13 0 0
Babu Woorna Churn Ghose and others .....	Hooghly .....	Gopalnugur .....	Vernacular .....	19 0 0
Babu Chundy Churn Sing .....	Howrah .....	Bali Bahadur School .....	Vernacular .....	2 0 0
Maha Raja Srees Chunder Roy and others .....	Kishnagur .....	Kishnagur School .....	Vernacular .....	35 0 0
Babu Sankanth Chowdry and others .....	Dacca .....	Kaliparah School .....	English .....	30 0 0
Mr. Stamm .....	Patna .....	Dinapore School .....	English .....	200 0 0



Babu Woimesh Chunder Roy and others ..	Nuddea .....	Santipore School .....	Four Vernacular Schools .....	50 0 0
Babu Hurrokali Mookerjee and others ..	Baraset .....	Raboota School .....	English .....	18 0 0
Babu Rameswar Misry .....	Burdwan .....	Gungapore School .....	Vernacular .....	11 0 0
Babu Modoshoodun Kundopadhyaya and others .....	Hooghly .....	Nusibpore Atsharah School .....	Vernacular .....	17 0 0
Babu Freegopal Paul (howdry) .....	Nuddea .....	Ranagahant School .....	English .....	40 0 0
Babu Grish Chunder Bose and others ..	Hooghly .....	Shursha School .....	Vernacular .....	10 0 0
Babu Bindabun Chunder Roy and others ..	Burdwan .....	Chuck Dighi School .....	English .....	65 0 0
Roy Radha Gobind Sing and others .....	Hooghly .....	Boshwa School .....	Vernacular .....	10 0 0
Rev. J. Long .....	24-Pergunnahs .....	Thakurpukur School .....	Vernacular .....	18 0 0
Babu Isser Chunder Chatterjee and others ..	24-Pergunnahs .....	Syedpore School .....	English .....	50 0 0
Babu Soodharam Chuckerbutty and others ..	Hooghly .....	Tirole School .....	Vernacular .....	10 0 0
Babu Samundoss Mookerjee and others ..	Nuddea .....	Beernaggur School .....	Three Vernacular Schools .....	40 0 0
Babu Tara Churn Chatterjee and others ..	Baraset .....	Halishahur Koomarhati School .....	English .....	20 0 0
Cathedral Mission .....	24-Pergunnahs .....	Alipore and Garden Reach Schools .....	For Books, &c. ..	100 0 0
Babu Gangaranain Gupto and others ..	Hooghly .....	Poidhaty School .....	Two Eng. Schools Vernacular .....	160 0 0
Babu Rajendro Roy and others .....	Hooghly .....	Dwarhatta .....	Vernacular .....	12 8 0
Babu Tarachand Ghose and others .....	Hooghly .....	Keshubpore School .....	Vernacular .....	25 0 0
Babu Juggobundhoo Moullicka .....	Dacca .....	Dhamroy School .....	Vernacular .....	12 8 0
Babu Gopal Chunder Misry and others ..	Burdwan .....	Indasa School .....	Vernacular .....	20 0 0
Babu Juggunnath Roy and others .....	Dacca .....	Naraingunge School .....	English .....	13 0 0
Babu Nobocomar Holdar and others ..	Hooghly .....	Baharampore School .....	Vernacular .....	20 0 0
Babu Shoshibhoosun Surmony .....	Hooghly .....	Russulpore School .....	Vernacular .....	10 0 0
Babu Annadda Persaud Banerjee .....	Hooghly .....	Teliniparash School .....	English with a Vernacular Dept.	15 0 0
				50 0 0

*Return of Grants-in-aid sanctioned by Government from 1st May 1855 to 30th April 1856.—(Continued)*

Names of Proprietors or Managers of the Schools.	Names of Zillahs.	Names and locality of Schools.	English and Vernacular.	Amount of Grant per month.
Babu Bholanath Pahary .....	Midnapore .....	Chundunpore School .....	Vernacular .....	10 0 0
Babu Ramall Dohay and others .....	Bancoorah .....	Bancoorah School .....	Vernacular .....	12 0 0
Babu Ram Gopal Mitter and others .....	Nuddea .....	Gorapotta School .....	Vernacular .....	14 0 0
Babu Juggo Mohun Chuckerbutty and others .....	Hooghly .....	Alatee School .....	Vernacular .....	10 0 0
Babu Hurrnath Sircar and others .....	Hooghly .....	Ilasba Mondlye School .....	English with a Vernacular Department .....	70 0 0
Babu Durga Ram Bhattacharjee and others .....	Hardwan .....	Narogran School .....	Vernacular .....	12 8 0
Mr. C. H. Lashington and others .....	Calcutta .....	Calcutta Girls School .....	English .....	200 0 0
Babu Digumbar Gangooly and others .....	24-Pergunnahs .....	Belgharia School .....	English .....	60 0 0
Babu Raj Coomar Roy Chowdry and others .....	24-Pergunnahs .....	Barripore School .....	English .....	45 0 0
Babu Kassinath Roy Chowdry .....	24-Pergunnahs .....	Cossipore School .....	English .....	30 0 0
Babu Sreenath Bose .....	24-Pergunnahs .....	Boroo School .....	English .....	50 0 0
Babu Bhoyrubb Chunder Ghose and others .....	Burdwan .....	Debitpur School .....	Vernacular .....	12 8 0
Babu Gora Chunder Banerjee and others .....	Hooghly .....	Mamoodpore School .....	Vernacular .....	12 0 0
Babu Shubnarain Mookerjee and others .....	Bancoorah .....	Kalsah School .....	Vernacular .....	10 0 0
Babu Ombika Churn Pastro and others .....	Bancoorah .....	Norta School .....	Vernacular .....	17 0 0

Babu Ombika Churn Roy and others.....	Nuddea .....	Lakhoria School .....	Vernacular .....	14	0	0
Babu Ramnabun Banerjee and another.....	Nuddea .....	Matecaree School .....	Vernacular .....	14	0	0
Babu Gangapersand Gossain and Babu Gopy Kissen Gossain .....	Hooghly .....	Sreerampore School .....	Vernacular .....	17	8	0
N. P. Fogose, Esq. ....	Dacca .....	Dacca School .....	English .....	75	0	0
Babu Niteanund Hajra and others.....	Burdwan .....	Bhatari School .....	Vernacular .....	10	8	0
Babu Khetrar Mohan Chatterjee and others .....	Bancoorah .....	Radhanuggur School .....	Vernacular .....	10	0	0
Babu-Farsai Persaud Chuckerbutty and others .....	Bancoorah .....	Neanutpoor School .....	Vernacular .....	10	0	0
Babu Rampersaud Roy and others.....	Nuddea .....	Moorhant School .....	Vernacular .....	14	0	0
Babu Prestap Chander Pandit and others .....	Burdwan .....	Boro Bela School .....	Vernacular .....	10	8	0
Babu Harris Chander Banerjee and others .....	Hooghly .....	Kapoorra School .....	Vernacular .....	12	8	0

## Sketch Statement of Charges on account of the Education

DISTRICT AND SCHOOL STATIONS.	Salary and Establish-ment.	Scholarships and Prizes.	Stipend.	House rent, &c.	Purchase of Books, Instruments, &c.	Contingencies.	Deposits Refunded.
<i>Institutions at the Presidency.</i>							
Presidency College ..	61547 13 4	3413 2 1	0 0 0	1286 0 0	488 1 9	4043 8 9	0 0 0
Sanscrit " ..	18686 4 0	3696 0 0	0 0 0	0 0 0	3 4 4	489 13 3	0 0 0
Medical " ..	59381 11 0	1760 9 9	7848 8 2	0 0 0	226 2 0	6427 13 11	0 0 0
Hindu School ..	22711 15 6	1280 6 1	0 0 0	0 0 0	0 0 0	821 15 6	0 0 0
Colootolah Branch School ..	11213 14 10	321 12 6	0 0 0	0 0 0	126 4 6	951 11 0	0 0 0
Collinga Branch School ..	5462 6 9	128 5 0	0 0 0	550 0 0	16 10 7	677 12 3	0 0 0
Palahalla ..	2126 11 5	0 0 0	0 0 0	840 0 0	0 0 0	134 15 6	0 0 0
Madriisa ..	27578 14 4	3052 10 9	0 0 0	0 0 0	675 10 2	2062 2 11	0 0 0
	208709 11 2	13652 14 2	7848 8 2	2676 0 0	1536 1 4	15609 13 1	0 0 0
<i>Institutions in the Mofussil.—Lower Provinces.</i>							
Mahomed Moashin's College ..	57717 0 0	4827 6 4	0 0 0	0 0 0	216 9 10	2183 8 0	0 0 0
Hooghly Branch School ..	6108 0 0	71 0 0	0 0 0	0 0 0	0 0 0	199 0 0	0 0 0
Dacca College ..	30605 0 0	2992 0 6	0 0 0	0 0 0	171 13 3	390 8 0	0 0 0
Kishnaghur " ..	28513 0 0	1597 13 1	0 0 0	0 0 0	283 0 1	621 8 0	0 0 0
Berhampore " ..	24165 0 0	733 0 0	0 0 0	840 0 0	514 14 9	560 8 0	0 0 0
Monghyr School ..	2848 0 0	44 0 0	0 0 0	252 0 0	3 5 4	305 0 0	0 0 0
Patna " ..	10282 0 0	121 15 1	0 0 0	1800 0 0	6 10 9	137 8 0	0 0 0
Patna Branch School ..	2823 0 0	0 0 0	0 0 0	0 0 0	0 0 0	65 0 0	0 0 0
Chittagong " ..	4660 0 0	0 0 0	0 0 0	86 0 0	3 5 4	35 8 0	0 0 0
Bauleah " ..	3739 0 0	39 9 11	0 0 0	0 0 0	3 5 4	124 8 0	0 0 0
Bhaugulpore " ..	3833 8 3	0 0 0	1141 0 0	0 0 0	47 7 1	683 8 0	0 0 0
Cuttack " ..	3303 0 0	0 0 0	0 0 0	0 0 0	45 14 6	87 8 0	0 0 0
Moosuffepore " ..	2765 0 0	0 0 0	0 0 0	0 0 0	3 5 4	26 0 0	0 0 0
Jessore " ..	4392 0 0	135 12 6	0 0 0	9 0 0	3 5 4	65 8 0	0 0 0
Midnapore " ..	4883 0 0	30 3 8	0 0 0	0 0 0	25 4 0	124 8 0	0 0 0
Commillah " ..	4094 0 0	23 12 10	0 0 0	0 0 0	12 7 1	137 8 0	0 0 0
Bancoorah " ..	3530 0 0	26 15 0	0 0 0	0 0 0	3 5 4	138 8 0	0 0 0
Baraset " ..	3975 0 0	176 0 0	0 0 0	0 0 0	39 4 9	93 7 6	0 0 0
Howrah " ..	3873 7 4	394 6 6	0 0 0	0 0 0	3 5 4	182 11 0	0 0 0
Sylhet " ..	3588 0 0	0 0 0	0 0 0	0 0 0	10 12 1	117 8 0	0 0 0
Barrackpore " ..	593 14 1	36 13 9	0 0 0	0 0 0	3 5 4	26 0 6	0 0 0
Kisenpore " ..	1560 0 0	0 0 0	0 0 0	0 0 0	3 5 4	0 0 0	0 0 0
Colehan " ..	1260 0 0	0 0 0	0 0 0	0 0 0	0 0 0	20 0 0	0 0 0
Ruasapuglah " ..	12750 0 10	0 0 0	0 0 0	150 0 0	78 10 10	815 8 0	0 0 0
Gyah " ..	8205 0 0	0 0 0	0 0 0	0 0 0	3 5 4	38 0 0	0 0 0
Beerbhoom " ..	3327 0 0	0 0 0	0 0 0	0 0 0	3 5 4	90 0 0	0 0 0
Gwalparah " ..	1368 0 0	0 0 0	420 0 0	0 0 0	0 0 0	9 0 0	0 0 0
Sumbulpore " ..	1295 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2 0 0	0 0 0
Purulia " ..	2244 0 0	63 4 11	0 0 0	7 0 0	0 0 0	130 8 0	0 0 0
Bograh " ..	3168 0 0	7 4 2	0 0 0	0 0 0	8 4 10	48 8 0	0 0 0
Noakhally " ..	3043 0 0	0 0 0	0 0 0	368 0 0	3 5 4	63 0 0	0 0 0
Burrisaul " ..	3818 0 0	83 14 8	0 0 0	0 0 0	65 12 6	65 0 0	0 0 0
Balasore " ..	3014 0 0	70 0 2	0 0 0	4 0 0	3 5 4	41 0 0	0 0 0
Poree " ..	2360 0 0	0 0 0	0 0 0	0 0 0	48 7 4	51 0 0	0 0 0
Dinapore " ..	3111 0 0	0 0 0	0 0 0	0 0 0	3 5 4	179 0 0	0 0 0
Furreedpore " ..	3425 0 0	0 0 0	0 0 0	0 0 0	94 4 5	93 0 0	0 0 0
Mymensing " ..	3712 0 0	0 0 0	0 0 0	0 0 0	3 5 3	74 0 0	0 0 0
Furneah " ..	2659 0 0	0 0 0	0 0 0	120 0 0	3 5 4	210 0 0	0 0 0

## Department for the Official year 1855-56.

Pensions.	Batta, Gratuity, and House-rent of the Professors and others.	Book Allowance.	Vernacular Schools.	Repairs of School Houses.	Dead Stock.	Miscellaneous.	Medical College Hospital charges.	Donation.	Grand Total.
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	70778 9 11
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	22875 5 7
0 0 0	17576 9 6	280 0 0	0 0 0	0 0 0	0 0 0	0 0 0	42816 7 7	0 0 0	136317 13 11
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	24814 5 1
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	12613 10 10
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	6835 2 7
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3101 10 11
104 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	33473 6 2
104 0 0	17576 9 6	280 0 0	0 0 0	0 0 0	0 0 0	0 0 0	42816 7 7	0 0 0	310810 1 0
0 0 0	0 0 0	0 0 0	0 0 0	46 0 0	0 0 0	0 0 0	0 0 0	0 0 0	64990 8 2
0 0 0	0 0 0	0 0 0	0 0 0	7 0 0	0 0 0	0 0 0	0 0 0	0 0 0	6385 0 0
0 0 0	0 0 0	0 0 0	0 0 0	36 0 0	0 0 0	0 0 0	0 0 0	0 0 0	34195 5 9
0 0 0	0 0 0	0 0 0	0 0 0	10 0 0	0 0 0	45 0 0	0 0 0	0 0 0	31070 5 2
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	26813 6 2
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3452 5 4
0 0 0	0 0 0	0 0 0	0 0 0	864 0 0	0 0 0	0 0 0	0 0 0	0 0 0	13212 1 10
0 0 0	0 0 0	0 0 0	0 0 0	23 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2911 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	4734 13 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3906 7 3
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	5675 7 4
0 0 0	0 0 0	0 0 0	0 0 0	4 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3440 6 6
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2794 5 4
0 0 0	0 0 0	0 0 0	0 0 0	10 0 0	0 0 0	0 0 0	0 0 0	0 0 0	4615 9 10
0 0 0	0 0 0	0 0 0	0 0 0	5 0 0	0 0 0	0 0 0	0 0 0	0 0 0	5067 15 8
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	4267 11 11
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3698 12 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	4283 12 3
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	4458 14 2
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3716 4 1
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	660 1 8
0 0 0	0 0 0	0 0 0	240 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1803 5 4
0 0 0	0 0 0	0 0 0	492 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1772 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	13794 3 8
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3246 5 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3490 5 4
0 0 0	0 0 0	0 0 0	623 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2411 0 0
0 0 0	0 0 0	0 0 0	0 0 0	23 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1320 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2444 12 11
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3232 1 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3469 5 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	4032 11 2
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3132 5 6
0 0 0	0 0 0	0 0 0	0 0 0	50 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2518 7 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1319 0 0	0 0 0	0 0 0	0 0 0	4612 5 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3612 4 5
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3789 5 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2992 5 4

## Sketch Statement of Charges on account of the Education

DISTRICT AND SCHOOL STATIONS.	Salary and Establishment.	Scholarship and Prizes.	Stipend.	House-rent, &c.	Purchase of Books, Instruments, &c.	Contingencies.	Deposits Refunded.
Pubnah School ..	4201 0 0	33 12 5	0 0 0	0 0 0	8 5 4	243 0 0	0 0 0
Shahabad ..	3339 0 0	0 0 0	0 0 0	0 0 0	8 5 4	102 0 0	0 0 0
Sargan ..	3650 0 0	0 0 0	0 0 0	0 0 0	8 5 4	140 0 0	0 0 0
	276822 14 6	11509 1 6	1561 0 0	3578 0 0	1782 15 5	8679 11 0	0 0 0
<i>Arracan and Moulmain Provinces.</i>							
Akyab ..	2676 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Ramree ..	2676 0 0	0 0 0	0 0 0	0 0 0	3 5 4	110 0 0	0 0 0
Moulmain ..	4704 0 0	0 0 0	0 0 0	0 0 0	0 0 0	59 0 0	0 0 0
	10056 0 0	0 0 0	0 0 0	0 0 0	3 5 4	169 0 0	0 0 0
<i>Assam.</i>							
Kamroop ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Gowhattie ..	2624 0 0	0 0 0	0 0 0	0 0 0	3 5 4	132 0 0	0 0 0
Seebagur ..	624 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Durrang ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Luckimpore ..	0 0 0	0 0 0	214 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Nowgong ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
	3248 0 0	0 0 0	214 0 0	0 0 0	3 5 4	132 0 0	0 0 0
<i>Vernacular Schools.</i>							
Patna ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Bhaugulpore ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Moorahadabad ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Jessore ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Dacca ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Outback ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
<i>Miscellaneous.</i>							
Director of Public Instruction ..	39391 9 1	0 0 0	0 0 0	1160 0 0	842 0 0	8885 18 10	0 0 0
Govt. Book Agent ..	547 0 11	0 0 0	0 0 0	0 0 0	0 0 0	1195 14 7	0 0 0
Inspector of Schools ..	70634 0 4	0 0 0	0 0 0	160 0 0	0 0 0	1915 9 9	0 0 0
Jonye Training School ..	0 0 0	110 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Metropolitan College ..	0 0 0	110 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Bally School for Boys and Girls ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Normal School ..	4345 6 3	0 0 0	479 0 0	0 0 0	0 0 0	56 6 6	0 0 0
Monnager Seminary ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
School of Industrial Art ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
BethuneFemale School ..	517 8 0	0 0 0	0 0 0	0 0 0	0 0 0	82 9 0	0 0 0
Sub-Inspectors ..	14537 5 2	0 0 0	0 0 0	0 0 0	0 0 0	1386 14 9	0 0 0
Model Schools ..	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Gooteomohasoye Circle ..	0 0 0	0 0 0	0 0 0	0 0 0	00 00	0 0 0	0 0 0
	129972 13 9	220 0 0	479 0 0	1320 0 0	342 0 0	14023 4 5	0 0 0
	623809 7 5	25581 15 8	10102 8 2	7574 0 0	3617 11 5	88613 12 6	0 0 0

FORT WILLIAM;  
ACCOUNTANT GENERAL'S OFFICE  
GENERAL DEPARTMENT,  
The 2nd October 1856.

*Department for the Official year 1855-56.—(Continued.)*

Pensions.	Batta, Gratuity, and House-rent of the Professors and others.	Book Allowance	Vernacular Schools	Repair of School Houses.	Dead Stock.	Miscellaneous.	Medical College Hospital Charges	Donation.	Grand Total
000 000 000	000 000 000	000 000 000	000 000 000	205 0 0 2890 0 0 000 0 0	000 000 000	000 000 000	000 000 000	000 000 000	4685 1 9 6334 5 4 8802 5 4
000	0 0 0	000	1355 0 0	4173 0 0	1319 0 0	45 0 0	000	0 0 0	810775 10 5
000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	2676 0 0 2789 5 4 4763 0 0
000	000	000	000	000	000	000	000	000	10228 5 4
000 000 000 000 000 000 000	000 000 000 000 000 000 000	000 000 000 000 000 000 000	536 8 0 2144 0 0 679 0 0 1075 0 0 1192 0 0 1069 0 0	000 000 000 000 000 000 000	000 000 000 000 000 000 000	000 000 000 000 000 000 000	000 000 000 000 000 000 000	000 000 000 000 000 000 000	536 8 0 4903 5 4 1303 0 0 1075 0 0 1406 0 0 1069 0 0
000	000	000	6625 8 0	000	000	000	000	000	10292 13 4
000 000 000 000 000 000 000	000 000 000 000 000 000 000	000 000 000 000 000 000 000	20 0 0 1289 0 0 1289 0 0 3962 11 4 862 0 0 2118 0 0	000 000 000 000 000 000 000	000 000 000 000 000 000 000	000 000 000 000 000 000 000	000 000 000 000 000 000 000	000 000 000 000 000 000 000	20 0 0 1239 0 0 1289 0 0 3962 11 4 862 0 0 2118 0 0
000	000	000	9540 11 4	000	000	000	000	000	9540 11 4
000 000 000 000 000 000	000 000 000 000 000 000	000 000 000 000 000 000	000 000 000 000 000 000	000 000 000 000 000 000	000 000 000 000 000 000	100 0 0 000 000 000 000 000 000	000 000 000 000 000 000	000 000 000 000 000 000	49879 6 11 1742 15 6 72709 10 1 1010 0 0 110 0 0
000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	000 000 000	438 1 0 000 30 0 0	438 1 0 4880 12 9 30 0 0
000 000 000 000	000 000 000 000	000 000 000 000	000 000 000 5533 2 10	000 000 000 000	000 000 000 000	000 000 000 000	000 000 000 000	2150 0 0 000 000 000	2150 0 0 600 1 0 16424 3 11 5533 2 10
000	000	000	871 11 5	000	000	000	000	000	871 11 5
000	000	000	6404 14 3	000	000	100 0 0	000	3518 1 0	156380 1 5
104 0 0	17576 9 6	280 0 0	23996 1 7	4173 0 0	1319 0 0	145 0 0	42816 7 7	3518 1 0	808027 10 10

Errors Excepted.

(Signed) E. DRUMMOND,

Accountant General to the Government of India.

*Sketch Statement of Receipts on account of the Education*

DISTRICT AND SCHOOL STATIONS.	Tuition Fees.	Sale of Books.	Charges re-funded.
<i>Institutions at the Presidency.</i>			
Presidency College	9144 9 8	0 0 0	610 12 6
Sansorit	980 0 0	0 0 0	149 2 3
Medical	0 0 0	0 0 0	585 10 3
Hindu School	16806 12 10	0 0 0	57 12 9
Colootollah Branch School	14052 0 0	0 0 0	46 6 7
Collinga ditto	8150 0 0	0 0 0	11 1 7
Patahalla	1791 8 0	0 0 0	1 15 0
Madriasa	1815 3 6	0 0 0	230 14 7
	47240 2 0	0 0 0	1698 11 6
<i>Institutions in the Mofussil. Lower Provinces.</i>			
Mahomed Moshin's College	12380 0 0	696 14 10	4 0 0
Hooghly Branch School	8925 0 0	91 12 3	0 0 0
Dacca College	7424 0 0	160 13 6	0 0 0
Kissenagore College	6205 0 0	0 0 0	131 10 4
Berhampore	3366 0 0	0 0 0	0 0 0
Monghyr School	489 0 0	0 0 0	0 0 0
Patna	1824 0 0	0 0 0	7 11 4
Ditto Branch School	1303 0 0	0 0 0	0 0 0
Chittagong	2171 0 0	0 0 0	0 0 0
Bauleah	1509 0 0	0 0 0	0 0 0
Bhaugulpore	1135 0 0	0 0 0	36 4 0
Cuttack	1351 0 0	0 0 0	1 0 0
Moozufferpore	946 0 0	116 0 0	0 0 0
Jessore	1557 0 0	0 0 0	1 11 0
Midnapore	1986 0 0	0 0 0	0 0 0
Commillah	957 0 0	0 0 0	131 0 0
Bancoorah	1662 0 0	0 0 0	0 0 0
Baraset	1537 0 0	0 0 0	7 12 8
Howrah	3985 0 6	0 0 0	42 9 10
Sylhet	873 0 0	0 0 0	0 0 0
Barrackpore	681 10 0	0 0 0	0 0 0
Kissenpore	0 0 0	0 0 0	446 0 0
Colehan	0 0 0	0 0 0	0 0 0
Russapaughlah	437 0 0	0 0 0	132 0 0
Gyah	977 0 0	0 0 0	0 0 0
Beerbhoom	933 0 0	0 0 0	0 0 0
Gwalparah	0 0 0	0 0 0	3 0 0
Purnia	325 0 0	0 0 0	25 0 0
Bagoorah	504 0 0	0 0 0	0 0 0
Noakally	721 0 0	0 0 0	0 0 0
Burrisaul	3213 0 0	0 0 0	0 0 0
Balasore	511 0 0	0 0 0	1 0 0
Peoree	250 0 0	0 0 0	0 0 0
Dinagopore	626 0 0	0 0 0	162 0 0
Furreedpore	1452 0 0	0 0 0	58 15 0
Mymensing	1660 0 0	0 0 0	0 0 0
Furneah	289 0 0	0 0 0	0 0 0
Pubnah	1955 0 0	0 0 0	0 0 0
Shahabad	518 0 0	0 0 0	0 0 0
Sarun	472 0 0	0 0 0	48 0 0
	71769 10 6	1065 8 7	1239 10 2



## Department for the Official year 1855-56.

Fees and Fines.	Collections from the land, belonging to the School Fund &c.	Interest.	Donation from Individuals.	Miscellaneous.	Vernacular Schools.	Grand Total.
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	9755 6 2
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1129 2 3
13 15 6	0 0 0	0 0 0	0 0 0	367 10 0	0 0 0	987 3 9
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	16864 9 7
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	14098 6 7
45 7 6	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3206 9 1
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1798 7 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1546 2 1
59 7 0	0 0 0	0 0 0	0 0 0	367 10 0	0 0 0	49360 14 6
34 0 0	10644 0 0	0 0 0	0 0 0	62 0 0	0 0 0	28820 14 10
38 0 0	0 0 0	0 0 0	0 0 0	37 0 0	0 0 0	4091 12 3
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	7584 13 6
273 0 0	0 0 0	0 0 0	0 0 0	566 0 0	0 0 0	7175 10 4
17 0 0	0 0 0	408 0 0	1117 0 0	0 0 0	0 0 0	4908 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	489 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1831 11 4
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1303 0 0
26 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2197 0 0
89 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1598 0 0
10 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1181 4 0
50 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1402 0 0
0 0 0	0 0 0	407 0 0	0 0 0	0 0 0	0 0 0	1409 0 0
30 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1588 11 0
95 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2081 0 0
1 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1089 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1662 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1544 12 3
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3127 10 4
35 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	913 0 0
0 0 0	0 0 0	0 0 0	480 0 0	0 0 0	0 0 0	1161 10 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	446 0 0
1 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	569 0 0
27 0 0	0 0 0	0 0 0	882 0 0	0 0 0	0 0 0	1336 0 0
15 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	948 0 0
0 0 0	630 0 0	0 0 0	0 0 0	0 0 0	0 0 0	603 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	850 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	564 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	721 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	8213 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	512 0 0
2 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	252 0 0
9 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	797 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1510 15 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1660 0 0
4 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	293 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	1965 0 0
0 0 0	0 0 0	0 0 0	925 0 0	0 0 0	0 0 0	1438 0 0
0 0 0	0 0 0	297 0 0	115 0 0	0 0 0	0 0 0	932 0 0
750 0 0	11244 0 0	1112 0 0	2969 0 0	665 0 0	0 0 0	90820 13 3

*Sketch Statement of Receipts on account of the Education*

DISTRICT AND SCHOOL STATIONS.	Tuition Fees.	Sale of Books.	Charges re- funded.
<i>Arracan and Moulmain Provinces.</i>			
Akyab ..	0 0 0	79 0 0	0 0 0
Ramree ..	0 0 0	0 0 0	0 0 0
Moulmein ..	0 0 0	0 0 0	63 0 0
Mergui ..	0 0 0	0 0 0	0 0 0
	0 0 0	79 0 0	63 0 0
<i>Assam.</i>			
Kamroop ..	0 0 0	0 0 0	0 0 0
Gowhattee ..	0 0 0	0 0 0	98 0 0
Seebaugore ..	0 0 0	0 0 0	0 0 0
10-Pergunnahs ..	0 0 0	0 0 0	0 0 0
Debrogbar ..	0 0 0	0 0 0	0 0 0
Durrung ..	0 0 0	0 0 0	0 0 0
Luckimpore ..	0 0 0	0 0 0	0 0 0
Shaikwa ..	0 0 0	0 0 0	0 0 0
Nowgong ..	0 0 0	0 0 0	0 0 0
	0 0 0	0 0 0	98 0 0
<i>Vernacular Schools.</i>			
Patna ..	0 0 0	0 0 0	0 0 0
Bhangulpore ..	0 0 0	0 0 0	0 0 0
Moorsshedabad ..	0 0 0	0 0 0	0 0 0
Jessore ..	0 0 0	0 0 0	0 0 0
Dacca ..	0 0 0	0 0 0	0 0 0
Cuttack ..	0 0 0	0 0 0	0 0 0
Chittagong ..	0 0 0	0 0 0	0 0 0
	0 0 0	0 0 0	0 0 0
<i>Miscellaneous.</i>			
Director of Public Instruction ..	0 0 0	0 0 0	2 2 0
Government Book Agent ..	0 0 0	0 0 0	0 0 0
Inspector of Schools ..	0 0 0	0 0 0	0 0 0
Jemie Training School ..	0 0 0	0 0 0	0 7 9
Metropolitan College ..	0 0 0	0 0 0	3 4 0
	0 0 0	0 0 0	5 13 9
	119009 12	1144 8 7	3100 3 5

FORT WILLIAM ; OFFICE OF  
 ACCOUNTANT, GENERAL DEPARTMENT, }  
*The 2nd October 1856.*

*Department for the Official year 1855-56.—(Continued.)*

Fees and Fines.	Collections from the land belonging to the School Fund, &c.	Interest.	Donation from Individuals.	Miscellaneous.	Vernacular Schools.	Grand Total.
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	79 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
520 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	583 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
520 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	662 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	39 0 0	137 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	12 0 0	12 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	51 0 0	149 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	111 0 0	111 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	267 0 0	267 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	275 8 0	275 8 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	123 0 0	123 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	110 0 0	110 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	886 8 0	886 8 0
0 11 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2 13 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 7 9
0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	3 4 0
0 11 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	6 8 9
1336 2 0	11244 0 0	1112 0 0	2969 0 0	1032 10 0	937 8 0	141885 12 6

Errors Excepted.

E. DRUMMOND,

*Accountant General to the Government of India.*









